

SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association
Published Monthly by the California Council of Education
Editorial and Business Offices, Phelan Bldg., San Francisco.

The Sierra Educational News is a member of the Educational Press Association
of America and is published in accordance with the standards of that organization.

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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under
Act of Congress, March 3, 1879. Subscription, \$2.00 Per Year; 20c Per Copy

Vol. XXI

February, 1925

No. 2

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EDITORIAL



THE constitutionality of the California Tenure Law is called into question. On several occasions during the past few years, tests of the law have been had on the dismissal of a teacher by a School Board. The law has been held to apply only to teachers in schools of **TEACHER** eight teachers or more. It has not applied to teachers in schools of seven teachers or less or to principals of schools.

Superior Judge R. L. Thompson of Sonoma County, sitting for Superior Judge King of Napa County, has handed down an opinion in the case of Mrs. Isadore Grigsby of the Napa Schools. Mrs. Grigsby taught for several years in Napa and with apparent success. She was assigned then for a time to an opportunity class and then returned to regular work from which position was dismissed. The Board of Education brings no accusation of any kind but claims it to be within the right of the Board to dismiss the teacher. Mrs. Grigsby has held herself ready to enter the classroom at any time since dismissal and asks that she be reinstated and back salary paid.

In finding against the teacher the Judge argues that the present law is unconstitutional, being as he declares, discriminatory. The law applies to a part and not to all the teachers of the state, and to only part of the school districts of the state. A teacher in a school of eight teachers and who would thus come under the provisions of the law, would, if taking a position in a district where there were seven teachers only, not be subject to the Tenure Act, and would be eligible for dismissal under certain conditions. While, therefore, de-

claring the act invalid, the Judge affirms his belief in the value of a teacher tenure law as such, but can find no justification for the present section.

Judge Thompson cites numerous cases to prove his contention that the present law is unconstitutional. He goes on to say:

"In this act the Legislature was dealing with teachers as a class. It appears that a purely arbitrary classification has been attempted between teachers employed in schools of seven teachers or less and those of eight teachers or more. I am unable to satisfy myself there is any natural, reasonable, or logical cause for this distinction. The act seems to confer upon a favored class most valuable benefits which are denied to others of the same class and under substantially the same circumstances, because forsooth, they chance to be employed in schools possessing a faculty which differs in numbers by just a single member. Indeed, this unjust discrimination might tend to greatly augment the larger schools and cripple the smaller ones. The hope of a life tenure would tend to make teachers avoid the smaller schools and seek employment in the larger ones only. Thus the act becomes an unjust discrimination against not only a class of teachers but against a less favored class of schools as well. This discrimination, too, would tend to increase the efficiency of the larger and always overcrowded institutions to the detriment of less fortunate ones already handicapped by the tendency of the times.

"I assume that this life tenure was bestowed upon the theory that it would encourage more capable and worthy persons to adopt and qualify themselves for the profession of teaching. It is proffered in the nature of a merited reward for extended and faithful services. The attracting of higher-typed individuals and higher-class service certainly would accrue to the benefit of the school system. This is highly commendable both for the benefit of the teachers and the welfare of the system.

"Many splendid teachers have faithfully and loyally devoted their lives to the moral and intellectual training of our children. This character of service is most important to the welfare of the children and the character of our nation. Many such splendid and faithful teachers have found themselves stranded in their declining years. The life tenure of worthy teachers is a just reward for meritorious service * * *

"But it is useless to multiply cases, for after all there appears to be no case based upon the exact facts here presented. Matter must be determined upon principle. And it seems very clear indeed, that no valid reason can be furnished for the exclusion of teachers in schools of seven teachers only from the benefit of this act. I am of the opinion that this act is for this reason an unjust discrimination and void.

"It seems to me there are three distinct reasons why plaintiff may not recover in this action—(1) Injunction will not lie for a breach of contract for the performance of personal services. (2) The enforcement of the section according to the view of plaintiff would be denying the right of employer and employee to contract for a definite period of time. (3) It is an unjust dis-

crimination against a class of schools and of teachers."

THESE questions of unconstitutionality open up numerous other questions in our school law. For administrative and other reasons, school districts are divided on a basis of population, for example. If the Tenure Law will not stand, we shall find it necessary to have a reclassification in this regard. The matter of rural supervision may be involved; our institute law and other important school laws may be declared invalid. The California Teachers' Association has authorized Mrs. Grigsby to take the case on appeal to the higher court. If the higher courts reaffirm the decision of the Superior Court, it will then be necessary to enact new legislation. What is now needed is a ruling that will stand.

It has never been contended by those who have given careful study to the present Tenure Law that it was all that could be desired. Undoubtedly the provisions of any adequate law should apply without question to teachers in all schools, large and small alike. It should also include executives as well as classroom teachers. But the law is new, enacted in 1921. With the question now open, a court decision that will stand is imperative.

A. H. C.

A MATTER of considerable importance in the administration of schools is found in a recent happening in the city of Berkeley. The Board of Education is empowered to appoint a business manager for the schools. This business manager serves under direction of the board and is responsible to the board alone. His duties are separate from those of the superintendent of schools and he derives no authority from the superintendent nor is he responsible to the latter official.

SCHOOL BUSINESS MANAGERS

It now develops that discrepancies have been found in the books and accounts of the business manager. He has been dismissed by the board and is now held awaiting trial. The Grand Jury of Alameda County, while cognizant of the alleged defalcations of the business manager, has also taken occasion to censure in no uncertain terms the Board of Education. There is a feeling upon the part of many that the board should not be unduly censured in this affair.

It is difficult enough to persuade unselfish and competent men and women to serve upon boards of education. Unless the cause is apparent, school boards should not be criticised adversely.

The significance of the Berkeley situation lies in the fact that there are involved principles of organization and administration that should be understood by all those who have to do with framing of law or of rules relating to municipal, school or business administration. The fact that a business manager in a system of schools is responsible to the Board of Education and not to the school superintendent nullifies at once a well-understood principle in administrative law.

In any system of schools as large as the one in Berkeley, there is need for division of duties, but not for division of responsibility. The business manager should come to his position through nomination at the hands of the superintendent of schools. He should be placed in his position by the Board of Education and should be removed by them on recommendation of the superintendent of schools. His reports should be transmitted to the board by and through the superintendent.

This whole matter is so important and far-reaching that we take occasion to reprint here at length from an intensive study made by the present writer some

years ago under title, "The Growth of Responsibility and Enlargement of Power of the City School Superintendent" and published as Volume 3, No. 4, in the University of California Publications. We said:

The superintendent of city schools has from the first been a leader educationally. This was true in the beginning when the office was for long filled in many cities by popular election. In late years it still holds true as, more and more, it has become customary for the Board of Education to make the appointment. It has been felt by many that appointment of this official was undemocratic and that power was thus being wrenched from the hands of the people.

"For the central state administration and municipal administration," says Goodnow, "the method of forming the official relation should be by appointment, if an efficient, harmonious and responsible administration, subject to popular control is desired. This is the method which has been so successfully adopted in the national administration. This is also the method which has been adopted by most of the recent municipal charters for the larger cities in the United States."¹

The Superintendent a Leader

When, however, the growth of the municipality demanded in the school superintendent not only a leader in education but a civic leader as well, and one thoroughly in touch with the business interests of the city, the superintendent seldom measured up to the demands. Indeed, in many instances, the rank and file has no realizing sense of the qualities essential to a successful schoolman. It seemed clear to such that the teacher's

1. Goodnow, *Principles of Administrative Law*, p. 234.

business was to teach and nothing more. In this way the superintendent was either deprived of his privilege and duty or, being out of touch with men and things, he did not grasp his opportunities. He should be both schoolman and administrator, in the small city doing his work personally and in the large city working through agents.²

Not only should he keep closely in touch with the life of the municipality, but to do the most effective educational service, he must work in perfect harmony with his board. While full power must reside in the superintendent, no man or body of men can alone successfully administer a system of city schools.³ The superintendent must constantly look both to his board and to the people from whom power is derived, for suggestion and inspiration. A proper working relation once established, **responsibility** must now be added to duty. With no chance for the superintendent to hide behind the school committee, results may be expected.⁴

Ex-President Eliot believes that we may now look forward to the time when experts will be employed to carry on all executive work. "I suppose" he says, "our business associations have learned already that the best evidence of competency in the manager of a business is that he employs experts for all his executive work." Dr. Eliot shows that great corporations which transact the bulk of the business of the country follow this custom implicitly. A board or commission selects the experts, makes assignments and then hands over to these experts the management and executive control.⁵ The success

of all great business enterprises is conditioned not so much on the quality of the individual employees nor on the general intelligence and financial standing of the boards of control as on the capacity of the overseers, the superintendents, and the general managers.⁶

Centralized Authority

Harrington says: "There is not a manufacturing corporation or machine-shop in the land which does not owe its prosperity to the oversight of one competent, well-paid responsible head."⁷ While accepting the view of the necessity for the centering of authority, the point would be raised by some that the superintendent of schools is not comparable to the head of a great commercial concern, as in the latter case results are measured in terms of dollars and cents. Nevertheless, it is coming to be generally understood that whether in school, church, political or trade matters, there are certain business principles that apply in one case as well as in another. These principles may not be ignored in educational administration, even though there is a certain human element attaching thereto that plays a less conspicuous part in the machine-made cotton fabrics or the working out of a time-schedule for an interurban railroad.

It is necessary that the office of superintendent be kept out of politics—more so than that the administrator be given freedom of action. When we recognize that an administrative officer is following a profession—not occupying a *place*, and when we further recognize the importance of efficient and honest administra-

2. Maxwell, *The Superintendent as a Man of Affairs*, N. E. A., Vol. XLII, p. 260.

3. Report of the Committee on City School Systems; *School Superintendents in Cities*, N. E. A., Vol. XXVIII, p. 311.

4. Report of the Committee on City School Systems; *School Superintendents in Cities*, N. E. A., Vol. XXVIII, p. 313.

5. *School Board Reform*. American School Board Journal, July, 1909, p. 3.

6. Martin, *The Evolution of the Massachusetts Public School System*, p. 221.

7. *The Extent, Methods and Value of Supervision in a System of Schools*, N. E. A., Vol. X, p. 250.

tion, the private rights and necessary fields of action for the official will be nearer solution.⁸ "Better it is," says President Lowell, "to safeguard the superintendent and keep him from the blasts of criticism and danger of political death than to give him unlimited powers. He should be elected for a long term and held responsible for results."⁹ One authority advocates a board of exactly five members elected by the city at large, one each year, to serve five years, such board to possess legislative functions only with power to appoint a superintendent to serve six years.¹⁰ The public has come to demand that which is for the best interests of the children. And in consequence centralization of power is looked upon with increasing favor. The city needs a strong controlling hand to do away with the committee evil.¹¹

Lay vs. Expert

But the voice of admonition is heard. There are those who in the matter of city supervision, as in state oversight, see breakers ahead. With centralization has come better organization, and at the same time a lessening of the lay influence. Some claim that the proponents of centralization seek not to ask whether this trend is altogether good. They see that standards may be raised and made uniform. Those who anticipate danger look for a lessening of local initiative with the creating of uniform standards and they fear also a loss in interest on the part of the rank and file.¹² One thinks that in the city especially the dictator and expert

should not be developed and that the common people should be heard.¹³ Gove voices a conviction that in trying to right a wrong we have gone to the extreme in advocating power in the hands of one man. Our democracy rebels.¹⁴ The present tendency means one-man rule and is not to our best advantage.¹⁵

If the dangers pointed out are real dangers we should do well to heed the warning. It would seem however that the danger is not great * * * *. The democratic spirit of our institutions and the initiative of our people would be better served through a competent expert than through laxity and intrigue and inefficiency on the part of a larger representation. For after all, we are to train citizens in the full meaning of the term, and to do this, we need in power not politicians or czars or incompetents, but **men**.

If the individual be vested with large responsibility he must, while enjoying the freedom just mentioned, learn to cooperate with his fellows, and ever remind himself of his stewardship. A realizing sense must be his that his highest duty is to serve. Leaders are essential, and while these leaders bend to the will of those from whom authority is derived, they must make onward ever in the light of their own best judgment. "Pilotage, though true to the compass, becomes an act of compromise. The captain yields to wind and weather it may be, yet he is ever alert to make these serve his charted purpose. He does not drift nor tack to every political gust; he has a plan, a purpose and follows it; he is ready to face

8. Goodnow, *The Growth of Executive Discretion*, Am. Pol. Sci. Ass'n., vol. 2, p. 43.

9. *The Professional and Non-Professional Bodies in Our School System and the Proper Function of Each*, N. E. A., Vol. XXXVI, p. 1002.

10. Jones, *The Best Method of Electing School Boards*, N. E. A., Vol. XLI, p. 158.

11. White, *Discussion: Report of the Comm. on City School Systems; School Superintendents in Cities*, N. E. A., Vol. XXVIII, pp. 319-320.

12. Wiley, *The Layman in School Administration*, *Teachers' College Record*, November, 1910, pp. 9-10.

13. Seeley, *The Province of the Common People in the Administration of Public Education*, N. E. A., Vol. XLVII, p. 421.

14. *The Trail of the City Superintendent*, Comm. of Education, Vol. II, pp. 571-577.

15. Bruce, *Quo Vadis, School Boards*, N. E. A., Vol. XXVII, p. 1131.

opposition, to quell a mutiny if he must. His captaincy is the warrant for the qualities of leadership."¹⁶

With the increasing demands upon the superintendent both on the educational and business sides, there has naturally arisen need for a business manager or purchasing agent. During the last few years there has been ample proof that the most satisfactory results are secured where the business manager serves on the superintendent's staff and reports to the Board through the superintendent as would any other assistant or deputy. The basic principles enunciated by the present writer in his monograph herein quoted, apply in school administration and business today as fully as in the earlier time. The Berkeley situation offers a striking illustration of the serious results from unscientific business methods.

One Head Imperative

All of which is offered in justification of the established fact that in administrative law there must be one head for any enterprise.

A school system where the business manager, purchasing agent or financial secretary is appointed by and responsible to a body, board or individual outside the superintendent of schools, is working under a loose organization. Power must be centered in the superintendent. All executive and administrative functions are vested in him. With this power goes a corresponding responsibility and he must then be held by his board for results both on the educational and on the business side. A divided authority, as in the Berkeley case, opens the way to lax business methods, even should there be no question of intent or integrity. The superintendent, not the Board of Education, should nominate the business manager and the latter should report to the super-

intendent who is then made responsible to the Board of Education.

Another feature of the Berkeley situation deserves attention. The business manager was not under bond. Immediately after the discovery of the alleged discrepancies in the Berkeley business administration, the Board of Education of Sacramento moved to place their business managers under bonds of \$40,000. The city attorney, who by the charter is the legal adviser of this particular board of education, has rendered an opinion that the board has not the power to require or pay for such a bond. If this decision proves to be the law in the case, it seems that some legislative provision should promptly be made to enable boards of education to secure protection which would result from a bond upon each employee charged with financial duties.

A. H. C.

FROM time to time, in the educational world, a new word or phrase appears on the horizon. It sweeps toward us like a four-mast clipper with all sails set. We hear the great winds of public discussion humming through the taut rigging. We see the strained, belly-ing sails, and the sailor folk scampering feverishly about their tasks. Then the great ship plows past, the bubbling wake quickly vanishes, and we are left with the silent sea. Some people call these rolling galleons "Fads." Others call them "New Ideas," and are rewarded with some portion of their shining cargo.

Visual Education has come with rich treasure-trove. There has been a widespread awakening as to the possibilities of improving teaching through a greater use of visual aids. The incredibly swift rise of the motion picture has accentuated this. All the world goes daily to school—to three colossal schools—Home, Street,

16. Jastrow, *The Qualities of Men*, p. 151.
also N. E. A., Vol. XXXVIII, p. 218.

and the Movie. The cinema has become a universal influence, like gravity or oxygen, profoundly affecting the human stuff on which it plays.

The wise school folk of today are utilizing, generously and effectively, a wide array of visual aids. Modern science, invention, industrialism, has made this possible. Motion pictures, lantern slides, opaque projection, picture postcards, stereoscopes, maps, charts, flat pictures, models, museum material, exhibits—a wealth of strikingly fine and beautiful material is at the disposal of the schools of this generous age. Children in a metropolitan school can see in action, as though transported on a magic rug of Bagdad, the sheep flocks of Australia, the cotton mills of New England, the shoe factory with its myriad machines; the Crusaders marching to the Holy Land; the walruses playing on polar ice; the gangs of Filipino "coolies" cutting sugar-cane in Hawaii. The world is brought to the classroom desk; all humanity is at beck and call.

"To bring those whom we teach into an intelligent and appreciative understanding of the forces that contribute to their needs in an advancing civilization is our problem," states Balcom of Newark, New Jersey, in his admirable manual, "therefore we need to employ such methods of presentation as will give our teaching the stamp of realism." Visual education has become a powerful tool, a wondrously flexible device, in the kit of the Modern School worker. Indeed, schools which lack this equipment and material belong to Yesterday. And schools should belong to Tomorrow.

V. MacC.

OUR readers will be interested in the outcome of a case at law that has been pending for some time in Butte County. In this case was involved the integrity of legislation under which

the present state-wide plan of rural supervision is carried on. The plaintiff, Josie E. M. Nielsen, while serving as supervisor of rural schools, was refused salary by the auditor of Butte County on the grounds that the County Superintendent of Schools had no jurisdiction to engage and fix the salary of such supervisor.

On decision by the Superior Court in favor of the position of the auditor, the case was appealed by plaintiff to the higher courts. The District Court of Appeals reversed the decision of the Superior Court. The Supreme Court has now denied a rehearing, which means that rural supervision is now firmly established and recognized by the Court. This is indeed a signal victory as nothing in recent years has made for the improvement of the rural school as has the law under which it has been possible to appoint rural supervisors. The county superintendent under the old regime frequently had no field assistant whatever, and found it impossible to visit each school more than once or at most twice during the year. Such visits merely fulfilled the letter of the law. Under the existing plan of rural supervisors, there has developed a series of well-planned follow-up visits and of oversight, supervision, and suggestion that has resulted in great benefit to the rural schools.

A. H. C.

IN the December issue of this magazine, we reprinted from two of our exchanges, articles relating to membership in teachers' organizations. One was a statement from Superintendent Condon of Cincinnati; the other from State Superintendent Johnson of Michigan. Both men point out clearly and without equivocation

ASSOCIATION MEMBERSHIP

cation the necessity for every teacher being a member of national, state and local education associations.

Membership in the California Teachers' Association has increased markedly in the last few years. This of course might be expected as the number of teachers in the state is increasing so rapidly. In 1924, however, the membership in the C. T. A. was increased by more than 5,000 over the year previous, an increase of over 30 per cent. Every indication points to a greater proportional increase in membership the present year than in any preceding year of the Association's history.

At the recent meeting of the Central Section, California Teachers' Association, the following resolution was unanimously and enthusiastically endorsed.

Whereas, The California Teachers' Association has proved itself effective in promoting the welfare of the public schools, by initiating progressive legislative measures and co-operating with educational committees in the legislature to secure passage of same, and whereas without this unified effort, California would not now be holding her present place near the head of the list among the forty-eight states in educational matters, and

Whereas, It behooves the teachers of California to bestir themselves toward professionalizing their calling, and placing it second to none in the list of professions, therefore be it

Resolved, That it is the sense of the California Teachers' Association, Central section, that every teacher in this section should invest three dollars in the future welfare of the boys and girls of this state by taking a membership in the California Teachers' Association for the year of 1925. Also that we recommend that each teacher become

a member of the National Education Association. Be it further

Resolved, That we recommend to the State Council of Education of the C. T. A. that a campaign of education as to the value of the C. T. A. be carried on among the teachers.

THE WORK that is before our organization today demands the support of every teacher in the state. It is not merely funds that are needed, but unity of action on the part of every teacher. There is at present an aggressive campaign in progress throughout the state for an after-convention registration of members for the Association. This campaign will bring to membership many who have neglected to join or who have not fully realized the importance of casting their lot with their fellows in the interest of educational progress.

For a number of years past we have recognized clearly the advantage and economy in writing national, state and local association memberships at one time. The writer has just accepted membership on a committee of the National Education Association, the duty of which is to study the problem and to work out a definite and satisfactory plan of action. Every state in the Union seems at last to have awakened to the real meaning and significance of educational organization.

A. H. C.

AT Cincinnati, February 21-26, occurs the annual meeting of the N. E. A. Department of Superintendence. As always, this will be the most important educational gathering for executives in the entire year. No locality in the United

States should be without representation at this session.

**DEPARTMENT OF
SUPERINTENDENCE
N. E. A.**

With 12,000 to 14,000 men and women, leaders in educa-

tional thought, in attendance, and with programs covering every phase of organization and teaching, it would be difficult to over-estimate the help and inspiration that such a meeting can give.

The convention last year was in Chicago. Fifty men and women from California attended. This year the number should be double that of last year. Boards of Education the country over realize that money spent in sending superintendents, supervisors, principals, and board members to this meeting is the best kind of financial investment. In a number of instances boards of supervisors in California have quite properly appropriated funds to cover expenses of County Superintendents at these conventions.

The reduced rate of one and one-half fares for the round trip will be in effect—from San Francisco and Bay points and from Los Angeles territory, \$128.30. This is on the receipt-certificate plan. Certificate must be presented to purchasing agent at time ticket is secured. These certificates may be had from the Secretary of the C. T. A. Sale dates are February 14-20. Return limit, March 6. Hotel accommodations should be arranged at once.

A feature of these annual conventions is the California breakfast. All Californians who plan to be at the meeting this year should reserve Tuesday morning, February 24, for the State breakfast. The place is Hotel Sinton, Tea Room. The time 7:45 sharp. Write Secretary, C. T. A., for details of Cincinnati meeting and of your intention to attend.

A. H. C.

“WHAT singular emotions fill Their bosoms who have been induced to roam!” sings Lord Byron in Don Juan. Roaming is an ancient activity of mankind.

Indeed, it was one of his earliest, most primitive, most educative activities. Up the slow-wheeling centuries, Mankind has roamed o'er land and sea, has taken wing mastered the air, has sped through the Universe from comet to star, from nebula to galaxy. Today he rides the Milky Way; today he prowls the abysmal seas; today he squeezes continents in his hand; he sunders the barriers of the Earth.

TRAVEL AND THE TEACHER

“I pity the man who can travel from Dan to Beersheba,” wrote Sterne, “and cry, ‘Tis all barren’.” The modern school program is realizing the great educative benefits of intelligent travel. The modern “Class A” teacher is a traveled person. She has an accurate, sympathetic and kindly knowledge of many places, peoples and climes. She can wisely interpret to her pupils this polyglot, patchwork old world of ours, because she has visited representative regions and communities.

We live in an age of easy travel, of a thousand conveniences, of a multiplicity of travel-study aids.

The study-travel idea is ancient, but it is having new and fresh application in the Twentieth Century school. Study-travel is coming to be recognized as a valuable substitute or equivalent for part of the work now required for college or normal school graduation, or for the advanced work now widely required for renewal of teachers' certificates or for advanced certification. The California State Department of Public Instruction has already pioneered, by recognizing certain tours in lieu of required pedagogical work.

V. MacC.

VISUAL EDUCATION IN AMERICA

DIGEST OF A NATION-WIDE QUESTIONNAIRE

ARTHUR H. CHAMBERLAIN

THE phenomenal rise of visual education, both in the schools and in the world of amusement has led the Sierra Educational News to undertake a nation-wide survey of the field. A portion of the voluminous data obtained in the course of this research, is here digested and made available. Further material will be published in subsequent issues.

The questionnaire was addressed to a select list of school superintendents, departments of visual instruction, teachers' colleges, training schools, universities and technical schools throughout the country. A gratifying high percentage of replies was received. Many of the replies were extensive, carefully-prepared and replete with excellent critiques and suggestions.

An outstanding feature of the survey is its revelation of the very rapidly increasing use of visual aids by progressive school systems everywhere. Naturally enough, the larger cities have the lead in this development. Extraordinarily good work, however, is being done in many rural regions in co-operation with the extension services of state universities and agricultural colleges. The Pacific Coast stands high in its utilization of the modern facilities of visual education. California in this, as in so many other educational matters, is among the foremost states.

An Admirable Tool

Wise teachers and school administrators realize that visual education is no mere fad or exploitable supernumerary in the school curriculum, but is an admirable tool or instrument in the educational repertoire. It has a large but definitely limited area of usefulness. Each year the technique of visual education is being improved and perfected, so that today in the better schools of America visual equipment is abundant and is skillfully used.

Extent

1. How and to what extent do you use motion pictures, slides or other visual aids in your schools?

This query involves two items,—first, the methods used, and second, the extent to which visual materials are used. The replies indicate that a wide range of methods and technique

are employed. At one extreme, for example, is the individual pupil looking through a stereoscope at a series of stereographs, with which he is supplementing a lesson from his textbook. This is distinctly an individual exercise. At the other extreme we may visit a typical modern high school auditorium in which 2,000 students are seated. They are viewing a beautiful and accurate motion picture depicting the marvels of modern science, or perhaps they are traveling vividly in some remote land, which, through the miracle of the motion picture, has been brought to them. The following items illustrate the variety of practice:

Methodology

Motion pictures about once a month. Lantern slides are used extensively.—Rocky Ford, Colo.

Slides are used in nearly all schools. Motion pictures are used in the vocational departments.—Wilmington, Delaware.

We run about four shows a year, to make money for our school funds.—Venice, Illinois.

Use them in science courses, and occasional "educational" films.—East St. Louis.

48 schools have stereopticon; 30 schools have motion picture machines.—Indianapolis, Ind.

We use slides in teaching special subjects; films, educational and entertaining.—Parsons, Kansas.

One school has a standard motion-picture machine, several others have stereopticons.—Somerville, Mass.

Fully equipped with slides.—Muskegon, Mich. Use them to a large extent.—Saginaw, Mich.

Each grade school is equipped with a set of slides and stereographs. We also have a special collection of slides in the office, which are loaned to schools for nature study, history, etc.—Grand Rapids, Mich.

Motion pictures are used periodically for education and entertainment, in high and elementary schools.—Hamtramck, Mich.

In connection with the work in geography, history, science; we have a lesson with motion pictures or slides in one subject per week.—Bayonne, N. J.

We use slides in manual training and biology.—Roswell, N. M.

Used every day in chapel exercises.—Florence, Ala.

Slides quite extensively; no motion pictures.—Albany N. Y.

Keystone slides and stereoscopes; purchased by community club.—Marion, Ohio.

Used extensively, all the time; Keystone stereographs in every school; Keystone slides.—Hamilton, Ohio.

Use films and slides about once a week in the junior high school; occasionally in high school.—Guthrie, Okla.

Use films and slides for class work and for evening entertainment.—Corvallis, Ore.

Motion pictures are used weekly in the high school for all pupils, correlated especially with science and English; also films and slides frequently for separate classes, physics, commercial geography, etc.—Scranton, Pa.

Slides used in high school history, science, domestic science; geography in grades.—Palestine, Texas.

We have sets of slides in 8 schools, with lanterns. Have tried several times to run a series of motion pictures, but could not get suitable films.—Roanoke, Virginia.

Fourteen of our schools have standard motion picture machines; all the schools have stereoscopes and slides.—Richmond, Virginia.

We use slides considerably; also opaque projection and occasional motion pictures.—Montpelier, Vermont.

We do not use visual aids in the schools. Once a month the movie theater puts on an historical film to which most of the children go.—Bremerton, Wash.

We have 1 motion picture machine; 3 machines for slides; 3 Keystone sets.—Bellingham, Wash.

In our 7 schools we have 3 motion picture machines which are used periodically to show educational pictures.—Fairmont, West Virginia.

All our schools are equipped with sets of slides; also 6 schools have motion picture machines.—Racine, Wisconsin.

We have an occasional movie of an educational nature at the high school; also use a balopticon.—Cheyenne, Wyoming.

2. Chief sources from which visual material is received.

It is impossible, in the brief space at our disposal, to enumerate the many excellent sources from which visual materials are now obtained by progressive school systems. The following list will indicate some of the major categories of sources,—commercial supply

houses; commercial houses specializing in educational films and slides; the Visual Education Society; many universities and colleges; several departments of the U. S. government, for example, U. S. Forest Service, U. S. Department of Agriculture, U. S. Bureau of Education, etc.; state departments of public instruction; industrial corporations, such as the General Electric Company, the Ford Company, etc.; many associations, societies and clubs have lantern slides available; museums; libraries.

A number of the larger school systems, colleges, etc., make their own lantern slides and prepare much of their visual material.

3. How much money is available annually for purchasing or renting films? slides? other visual aids?

In many cities there are no special funds available for visual education; money is taken as needed from general funds, or is raised by entertainments, etc. Grand Rapids has an annual replacement fund of \$50 for the grades; Saginaw spends \$600 yearly; Richmond, Va., about \$100; Cheyenne, Wyo., about \$300; Centerville, Ia., \$250-\$300; Indianapolis, \$5,000; Bayonne, N. J., has \$1,500 for films; slides, etc., are purchased by the individual schools from funds raised by each school. Hamilton, Ohio, and Guthrie, Okla., also raise funds through admission fees, etc.

Some representative annual expenditures are: Aurora, Minn., \$200; Berkeley, \$6,000; Boston, \$2,000 for films (each school, \$100 in slides); Chicago, \$137,000; Cincinnati, \$2,500; Cleveland, \$1,000 for slides, \$2,000 for films, \$3,000 for other visual aids; Detroit, films \$7,000, slides \$3,000, other visual aids \$1,000; Gary, \$2,000; Kansas City, \$6,000; Lincoln, Neb., \$1,000; Mankato, Minn., \$100; Newark, N. J., films, \$4,000, slides, \$1,000, miscellaneous, \$500; Oskosh, Wis., \$800; Parkersburg, Va., \$1,300; Paterson, N. J., \$5,000; Peoria, Ill., \$250; San Diego, \$8,000; St. Louis, \$3,000; Schenectady, N. Y., \$500; Tulsa, Okla., \$10,000.

Some typical cities that have no special funds for visual education, but that raise money by charging admission fees, are: Racine, Wis.; Bellingham, Wash.; Fairmont, West Va.; Somerville, Mass.; Riverside, Cal.; Stockton, Cal.; Denver, Colo.; Mankato, Minn.; Spokane, Wash.

4. Name a few educational films (with names of distributors), which properly supplement textbooks.

Geography

Alaska—U. S. Government.
 California—Standard.
 Muscle Shoals—S. V. E.
 Formosa—Fox.
 Missions of the Southwest—Univ. Calif.
 Lumbering in the North Woods—Ford.
 Land of Cotton—General Electric.
 Pageantry of India—Vitagraph.
 The Nile—Standard.
 Scenes in Northern France—American Motion Picture Corporation.
 South American Countries—Pan-American Union.

Industry

Auto Starting and Lighting—Northeast Electric Co.
 Cotton—U. S. Department of Agriculture.
 Potatoes—U. S. Department of Agriculture.
 Giant of the Rails—General Electric.
 Elements of the Automobile—Bray Productions.
 Changing Hides to Leather—Ford.
 Rice Industry—Harcol Film Corporation.
 Wheat and Flour—Ford.
 Waterman Fountain Pen.
 Marble Industry—Peck.
 White Pine—U. S. Department of Agriculture.
 Date Palm—Ford.
 Studebaker Automobiles.
 Sanitary Dairy—Atlas.
 Bee Industry—Atlas.

Nature Study and Science

Flame of Life—Standard.
 Crystals and Their Beauties—Standard.
 Dinosaurs—University of Utah.
 Dwellers of the Deep—Vitagraph.
 The Knowing Gnome—S. V. E.
 Monarch Butterfly—S. V. E.
 Mosquito—S. V. E.
 Crab Family—Standard.
 Pirates of the Air—Vitagraph.
 Honey Bee—Ford.
 Four Seasons—Urban.
 Nature's Contrasts—Kineto.
 Common Garden Pests—Standard.
 Quaint Animals—Vitagraph.
 Water Power—Standard.
 Chemistry of Combustion—Standard.

Hygiene

The Gift of Life—Social Hygiene Association.
 Better Milk—Vitagraph.
 Milk as Food—Ford.
 Good Teeth—National Non-Theatrical Prod.
 Bending of the Twig—Vitagraph.
 Circulation of the Blood—Charles Herm Assoc.

Biography

Alexander Hamilton—Vitagraph.
 Abraham Lincoln—Vitagraph.
 Julius Caesar—George Kleine.
 George Washington—Vitagraph.
 The Real Roosevelt—De Luxe.

History and Civics

Hats Off—S. V. E.
 Democracy in Education—Ford.
 Betsy Ross—General Vision Co.
 My Own Country—General Vision Co.
 Paul Revere—General Vision Co.
 How a Law Is Made—University of Utah.
 The First Americans—Pathe.
 Steamboat in U. S. History—Univ. of Cal.
 The Covered Wagon—Standard.

Literature

Jack and the Beanstalk—Henry Bollman.
 Robin Hood—Standard.
 Washington Irving—Producers' Distr. Corp.
 Courtship of Miles Standish—Pathe.
 Longfellow—Urban.
 Edgar Allen Poe—Producers' Distr. Corp.
 Legend of Sleepy Hollow—Atlas.
 Snowbound—Atlas.
 Mark Twain—Producers' Distr. Corp.

Safety—Conservation

Knights of Crossroads—Newark Board of Education.

Play Safe—General Motors Co.
 Fundamentals of Football—Visual Textbook Co.

5. What use have you made of industrial films?

Industrial films are widely used, both in connection with vocational classes and for general instructional purposes. Ardmore, Okla., uses them in vocational guidance work; Aurora, Minn., uses industrial exhibits, such as are sent out by manufacturers, in grade classes; Chicago makes very extensive use of industrial films; there are many which are furnished as safety, standard width stock, that can be secured free of charge, except for expressage.

Cleveland, Dayton, Detroit, Gary, Mankato, Newark, etc., make a generous use of industrial films. Dayton finds the new Ford industrial films to be among the best. Kansas City uses industrial films, but none of the "blatant advertising industrial films" are used. Lincoln, Nebraska, complains that many of the industrial films are not well adapted to school children.

Newark, N. J. reports that industrial films are among the finest that they use. They get these by paying transportation both ways. Among the best, states the Newark report, are those for the General Electric, Western Electric, National Cash Register, and International Harvester.

Industrial films of every type have been used in Peoria, Ill., vocational work; Oskosh, Wis., Paterson, N. J., St. Louis, Mo., Salt Lake City, Utah, Modesto, Petaluma, Santa Cruz, Santa Monica, Santa Rosa, and Los Angeles, Cal.

Indianapolis re-edits many of the industrial films which she uses; Grand Rapids uses them in Community Center work; Bellingham, Wash., to supplement Smith-Hughes work; Boulder, Colo., and Guthrie, Okla., in connection with commercial and geography classes.

6. In what subjects have you found a lack of educational films?

A somewhat disconcerting array of replies have been made to this query, ranging from genial report of "no lack" to the profound pessimism of the fruitless searcher. Specific lack is reported in the following subjects,—literature, history, science, physics, botany, chemistry, hygiene.

Many films are so expensive that they are not available for the schools, reports Ardmore, Oklahoma. In all subjects there seems to be a shortage of films that definitely correlate with classroom work, states Aurora, Minnesota; health, industry, travel and literature seem to

be best supplied. "There is a great dearth of good juvenile films," says Cincinnati, Ohio. Cleveland finds a lack of educational films in all subjects. "The fields of civics and history," says Dayton, Ohio, "show a lack of good educational films. The Yale films, when released by the theaters for use in the public schools, will be of much service."

Films on literature suitable for the lower grades have always been a problem, according to Detroit, Michigan. Films suitable for special programs (Christmas, Lincoln's Day, etc.) are not available, and films of any type for the lower grades are not available in large quantities. Kansas City declares that there is "crying need for good historical material."

Films having maximum educational value are rare, writes Lincoln, Nebraska, adding that those that are good are not easily available. "There seems to be the greatest lack of suitable films in the teaching of history and literature," says Newark, New Jersey. "In almost all lines the list is too meagre as yet," says Paterson, New Jersey, "but is constantly improving." St. Louis reports a lack of educational films in practically all subjects, except possibly geography.

There is very little conception on the part of educational film makers of what constitutes educational material, reports Seattle, Washington. "Too many of them regard dullness as the first essential. Very few have made a serious attempt to correlate with textbook materials. We entered upon the use of motion pictures in school work with considerable enthusiasm, but results have been disappointing. The reason for this has been largely due to the fact that educational films of real merit are almost as scarce as the proverbial hen's teeth, and are difficult to secure at the time they are needed for instructional purposes. There is no doubt, however, that when the educational motion picture has passed the adolescent stage and has been correlated with courses of study that it will be of considerable service. At present, its chief benefit lies along lines of wholesome entertainment and the stimulation of interest in textbook materials."

Superintendent P. P. Claxton, of Tulsa, Oklahoma, states that there is a great need for films made with definitely educational material and supplementary to the ordinary school work. Fresno, California, wants short films to illustrate topics in natural and social sciences. Citizenship themes need more films, declares Stockton, California; Berkeley, California, re-

ports a lack in history and literature subjects. San Diego, California, adds,—music, art, and domestic science, as fields that need more films.

7. How and to what extent has the motion picture been used in your public libraries?

The returns to this query have been almost universally negative. It would appear that the public library has made practically no use of the motion picture. This is not to be wondered at, as most public libraries are struggling along in cramped quarters and handicapped by woefully inadequate funds.

Indianapolis has Saturday morning motion pictures for children. Grand Rapids uses them in connection with travel lectures. Newark, N. J., states that no motion pictures are used in the public library; there is an understanding between the Department of Visual Instruction and the museum and public library, (1) that museum material, exhibits, photographs and mounted pictures will be furnished to the schools by the museum and library, and (2) that the Department of Visual Instruction will furnish slides and films for the schools.

The questionnaire replies show clearly that the public libraries are not only not now using motion pictures, but further, that there appears to be little likelihood of any major development along this line. School auditoriums are much more promising than are libraries.

8. What motion picture projection equipment (both fixed and portable) have you found best adapted to educational work? What was the cost?

Among the numerous makes of projection machines, the following appear to be widely used by school systems, colleges, universities, and extension departments, throughout the country,—Acme, American, Bausch and Lomb, DeVry, Delineascope, Motiograph, Powers, Picturol, S. V. E., Victor, Simplex, Zenith. The standard fixed machines, without booth, cost from \$300 to \$800; portable projectors and stereopticons cost from \$75 to \$200.

9. In your judgment, what is the outlook for a wider use of motion pictures in school work? What are the difficulties? How is it possible to overcome them?

Boulder, Colo.—Cannot use more than we have—or at least we would have to sacrifice other educational material and take the time from regular work.

Rocky Ford, Colo.—Only fair outlook. Difficulty of obtaining proper films at time when wanted.

Venice, Ill.—There is a wonderful outlook for the right kind of films. Difficulties, 1. Poorly adapted films. Interesting but not adapted to school work. 2. Cost of projection.

East, St. Louis, Ill.—Eliminate smoking, more constructive moral thought; less destructive "fun" with sacred things and sacred institutions.

Indianapolis, Ind.—Coming all the time—more films available now than ever before.

Centerville, Iowa.—Very promising. Securing proper material to supplement real classroom tests.

Parsons, Kansas.—Pictures must be practical, usable, and teachers must be interested and "sold" to their value.

Somerville, Mass.—Outlook is very favorable. Main difficulty is finance. We need machines at smaller cost, outfitted with suitable films.

Muskegon, Mich.—They are bound to come into popular school use. Superintendents hesitate to do the pioneering. Our new high school and junior college make ample provision for visual education.

Bayonne, New Jersey.—The outlook is good. The main difficulty is obtaining pictures adapted for topics taught in subjects we need. Organization concerns similar to textbook publishing companies—to provide pictures suitable for school use.

Roswell, New Mexico.—Outlook is bright; finances are the difficulty.

Florence, Alabama.—Outlook is good. Main problem is the high rental of films.

Albany, N. Y.—We are going to begin the use of motion pictures in our part-time and continuation school, as we believe that it will be of particular value there.

Hamilton, Ohio.—It will be necessary for schools to own the films just as they own the library books. Films as now prepared are in many cases too long. They are padded with non-essentials and are designed for entertainment rather than instruction. They must be made to suit the subject to be presented, some short, and a few long. The films must be available to teachers at the right time—which means ownership by the schools.

Scranton, Pa.—Promising outlook. Difficulty seems to be to get close enough connection between films and textbooks, (both need revision). Should be closer collaboration between school teachers and producers. Also sources of supply are scattered, and much remains to be done, in the classification of available films and slides for school use.

Richmond, Va.—Their use will grow, especially in the cities large enough to have a well-organized department of visual education. Our motion picture machines are used largely by mothers' clubs, etc., for money making purposes; after school hours, of course.

Bremerton, Wash.—In my opinion, equipment still needs to be improved and simplified for schoolroom use. "Daylight" screens and projectors are needed. Films carefully graded and organized according to the courses of study must be produced from some source at low cost before visual instruction will mean very much in every-day school instruction.

Fairmont, W. Va.—The possibilities are unlimited. Films are usually difficult to obtain on short notice. Union operators are required when performances are given. The correlation between the film and course of study is likely to be wide.

Racine, Wis.—It is my opinion that the future will see much wider use of motion pictures for school work. The greatest difficulty seems to me is distribution of the films. It is hard for the principals and teachers to know where to find films that are available within the means at their disposal. The best way of overcoming this is to have a definite amount for each school in the school budget for this purpose.

Cheyenne, Wyoming.—They should be used. Lack of proper films and excessive cost of rental. It should be possible to plan films that would be supervised by real educators that would properly supplement school work and I hope at a cost within our reach.

10. Reports from some California Communities.

Chico, California.—A Balopticon is used.

CHAS. H. CAMPER,
Supt. of Schools.

Fresno, California.—We have the same old equipment and no school funds. Films secured for local theaters are used occasionally at high school assembly. A "Julius Caesar" film was successfully used in a junior high school. No industrial films have been used. The outlook is fair; room-darkening is a handicap; daylight projection will help, also portable projects. Short films are needed to illustrate the topics in natural and social sciences. Long films of drama and poetry will do for assembly.

WILLIAM J. COOPER,
Supt. of Schools.

Glendale, California.—Good is the outlook for a wider school use of motion pictures; the main difficulties are lack of equipment in the schools and of films on the market; co-operation is needed between school authorities and film producers. A De Vry machine is used here; no appropriations by the Board are available; films are secured from the county and from commercial houses. The "Life of Woodrow Wilson" is recommended as a very good film.

R. D. WHITE,
Supt. of Schools.

Modesto, California.—Has two machines, using films and slides, in assemblies and in the classrooms; material is secured from various sources. Cost is the main difficulty; there are no funds for this work in the budget. Industrial films have been borrowed and used advantageously. No use of movies is made by the library.

W. E. FAUGHT,
Supt. of Schools.

Riverside, California.—Uses Simplex machine with crystal bead screen (total cost \$135, exclusive of booth); uses films weekly for instruction and entertainment. Mostly secured through Visual Text Book Publishing Company, and Standard Motion Picture Service, both of Los Angeles. These dealers make a specialty of pre-viewing and selection films for school and community use. We expend about \$500 per year; this is collected by means of a small admission fee. We recommend,—Man Without a Country, Rip Van Winkle, Legend of Sleepy Hollow, Hunting Big Game in Africa, Life of Abraham Lincoln, How Life Begins, House Fly, Mosquito, Transportation.

Longfellow School uses a De Vry (\$260) and a Delineascope (\$160). Motion pictures are given about once a week, free to children. The main problems are,—suitable films, adequate funds.

R. E. DYER,
Principal, Liberty School.

Palo Alto, California.—Slides, opaque pictures, and post cards are used, no motion pictures.

WALTER H. NICHOLS,
Principal, High School.

Petaluma, California.—Uses motion pictures and slides as needed; films from standard companies, slides from University Extension Service. No special funds are available. Money is taken from general funds as needed. A large number of industrial films

are used. Motion pictures have not been used in the public libraries. The schools have two power machines (costing about \$1,200). The outlook for wider use of motion pictures is very good, but it is hard to get proper films. School people should have a say in the production of films.

BRUCE H. PAINTER,
Supt. of Schools.

San Rafael, California.—Industrial films are used for shop classes; others for elementary geography and history. De Vry machine is used. No fixed funds available; material secured mostly from the University. The chief needs are the proper equipment of buildings and greater accessibility of materials.

OLIVER R. HARTZELL,
Supt. of Schools.

Santa Cruz, California.—Slides and films are used as needed, and are procured from University Extension and from commercial distributors. About \$100 annually is spent in this way. The equipment includes a Simplex fixed projector (\$410) and a De Vry portable (\$200). The following educational films, all from the University, have been effectively used: Grand Canyon, Anthracite Coal Mining, Light of a Race, Beyond the Microscope, The Busy Body, The Electric Heart, Jupiter's Thunderbolts.

A lack of suitable films is noted in Physics and General Science. The public libraries use no movies.

The P. T. A.'s could do much by helping to finance this work. The school board also should provide a definite budget item for visual education.

F. A. KOZMAREK,
Department of Physics, High School.

Santa Monica, California.—The High School Assembly Room has a motion picture machine; the Science Department a portable Balopticon, taking slides and cards. Slides are secured from the Braun Corporation and from the county. In the new buildings is provision for darkening the auditoriums, Science and Music rooms. Many industrial films are used. The public library uses no movies. The use of motion pictures and slides is highly desirable, and the chief difficulty is in equipping the schools with the necessary machines.

F. F. MARTIN,
Supt. of Schools.

Santa Rosa, California.—Has a motiograph, purchased in 1913 (Enterprise Optical Com-

pany, Model A), a first class machine; films are shown once a month for school work, twice a semester for entertainment; no special funds are available. Most of the material is secured from the University; good films have been: My Own United States, Yosemite, Panama Canal, Hawaii, Wizardry of Radio. We find lack of educational films on English literature. Three Balopticons are used in the elementary schools for teaching geography; teachers provide their own slides.

JEROME O. CROSS,
Supt. of Schools.

Stockton, California.—Zenith, Acme and De Vry machines have all given good service here, and are used in four large schools that have assembly halls. The principals of these schools wholly finance the work, and give many evening shows. Chief source of material is the University. Many industrial films are used. The library uses a small lantern in juvenile work. There is a lack of films illustrating Citizenship. This will be overcome, however, and the outlook is good. The main difficulty is getting films to suit the work.

ANSEL S. WILLIAMS,
Supt. of Schools.

Visalia, California.—Is purchasing two motion picture machines and one projector for slides. Motion pictures have great value for general instruction in large groups, but the slide will continue to have the greater value for illustrating class-room work.

DEWITT MONTGOMERY,
Supt. of Schools.

(To Be Continued in Subsequent Issues)

II. Some Representative City Reports Gary, Indiana

Every child in the Gary schools sees either a motion picture or slides once a week. The material is secured from Indiana University and from commercial film companies. About \$2,000 is annually available for this work. We have found the following films to be very good: Story of Wool, U. S. Department of Agriculture; Oranges and Olives, Indiana University; Rice Industry, De Vry. We have used industrial films for ten years. Motion pictures have not been used at all by the public library.

The Powers is best for the fixed booth type; Acme is the best portable. Under certain conditions the De Vry films are distributed free and they furnish us with nearly all of the so-called educational films we need. Owing to the type of school organization in Gary, prac-

tically all of our visual work is done in our auditorium with large groups of children. We make no attempt at a close text-book or classroom correlation because in the first place there is very little material of that type and second because we feel there is much of general interest that we can teach through pictures.

A. H. JONES,
Director of Visual Education.

Dayton, Ohio

A weekly one-reel informational film is screened in each of the elementary and trade schools; slides and other pictures are also used. Films are rented through a local agency; slides and other visual aids are bought by the different schools from any available source in or out of city. The Board of Education finances the rental circulation and screening of the weekly film at a cost of \$75 per week for 36 weeks, weekly cost per school \$2.25, annual cost per child approximately 10 cents. We are using all visual aids in our school work and are seriously considering planning to increase their use in the future.

We have made much use of industrial films. The new Ford industrial films are among the best. These are only available to purchasers. The field of civics and history shows a lack of good educational films. The Yale films, when released by the theaters for use in the public schools, will be of much service. Our public libraries are not using films to any great extent. The "Acme" machine (both fixed and portable) is in use in most of our schools and up to the present time has proven satisfactory (school price, \$250). A most encouraging outlook has been brought about through the student's reaction to a weekly film for the last two years.

The difficulties are, first, shortage of films photographed in natural background, with titles and subtitles arranged primarily for the student; second, the number of old theatrical films which have been remodeled and brought out under the new name of educational films; third, expense of securing films. These difficulties may in part be overcome through free, state centralized distribution, under the management of a group of wisely selected business men (not motion picture men) and educators, who are convinced through experience and broad study that education is a science and the child is the nation's most valuable asset.

TERESA N. CORCORAN,
Principal, McKinley School.

(Continued on Page 123)

THE USE OF VISUAL AIDS IN THE SCHOOLS OF LOS ANGELES COUNTY

HUBERT S. UPJOHN

Assistant County Superintendent of Schools and Director
of Visual Education, Los Angeles County

THE schools of Los Angeles County have a somewhat better opportunity to obtain certain types of visual instruction tools than schools not served by a central loan bureau. However, the school not equipped for projection work should not feel in the least hesitant about undertaking a definite program of development work in the visual field.

The advantage of illustrating one's effort to communicate meanings was long ago understood. Every word has its roots in one or more image—experiences once held in mind long enough to get from it some kind of meaning. Only such meaning as was obtained from those root-images can persist in the individual mind. No broader or deeper meaning can be attained by any learner than is made possible by the background of his image experience. This is the psychological basis for a general demand for increased quantity and quality of experience, both direct and indirect, as a factor in teaching. Various forms of pictures furnish the learner with the bulk of his indirect experience.

The visiting superintendent, who watches a teacher at work can put no more vital question to himself than this,—

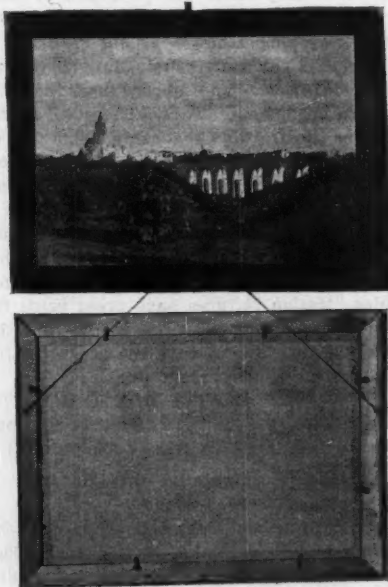
"To what extent is this teacher making sure as she uses language that the pictures in the minds of each of these pupils are accurate and reasonably complete as compared with the picture in the mind of the teacher?" Only as these sets of images approach each other in identity is the meaning the same for teacher and pupil. For obvious reasons a picture furnishes a basis for safe comparison. The use of pictures for this purpose is, or ought to be, the heart of visual instruction.

Visual Teaching

There is wide diversity in the range and type of visual method in use. Perhaps no better example of visualized method is found than that used by the teacher of foreign children who impresses the meaning of common nouns by labeled articles of furniture in the classroom, or illustrates common action words by teaching the child to follow action word instruction when commanded to run, stand, sit, walk, close the door, etc. Another common use which is fundamental is that of certain pictures to suggest sounds to be associated with

phonograms, as when a picture of a cow is associated with the oo in moo.

Text illustrations used in the primer and first reader directly illustrate objects and actions in the context. As we examine the text books in the upper grades and high schools, generally speaking, the illustrations and text have less in common, the more advanced the book. Occasional exceptions to this rule are found. An example of close correlation between text and illustration has recently been pub-



FRONT AND BACK VIEW OF WALL
PICTURE IN FRAME

The subject here shown is the bridge across the Arroyo at Balboa Park, San Diego. The back side is shown to indicate how the frame is constructed to make an easy change of pictures. A sheet of double surface corrugated strawboard, bound with craft paper tape, is held in position by turn buttons as shown. Staples are in the frame so that by changing the wire a vertical panel picture may also be used.

lished by Macmillan under the title "Elements of Social Science" by Fairchild. A careful study of the illustrations in such a text will help interested teachers to obtain ideas for the effective use of pictures as an aid to teaching.

Flat Prints

The most valuable of all types of pictures is the flat print, which may be obtained from magazines, book illustrations, advertising folders, issued by railroads or travel bureaus, etc., or prints purchasable at small cost from companies dealing in them who advertise in nearly all educational journals. But no teacher needs to plead lack of material who has not done her best to exploit intelligently that very rich mine of pictorial gold.

Teachers in Los Angeles County have the advantages of the loan bureau maintained at the office of the County Superintendent. The Visual Education Division of that office was established in 1916 and has been continuously in operation since that time. Since several types of visual instruction materials have been loaned to schools in this county without other cost than one way transportation, for a period of now over eight years, it is significant to know what types are found to have "come-back" orders for repeated use by the same teachers. In a general way this is now illustrated by the calls we have for bookings.

During the loan period October 1 to December 1, 1924, our bookings numbered:

| | |
|-------------------------------|-----|
| Stereograph Sets | 16 |
| Wall Pictures | 124 |
| Motion Picture Subjects | 134 |
| Lantern Slide Sets | 430 |

(Sets of 30 or more slides each).

Our wall-picture service was instituted only late last year, and promises to grow rapidly into one of our largest demands. What, then, does this report mean?

Stereographs

It is clear that not many stereographs are being borrowed from us. This is due, in part, to the fact that some schools own their own collections. The larger truth is that the stereograph is little understood and a much under-used form of visual instruction. A second consideration is the fact that not many of the stereograph studies which would be found most useful are on the market. A third consideration is the difficulty of getting the teacher and pupil to use them correctly. They are of little use unless the third dimension is actually seen by the user and this the user fails to see oftener than we might guess. The pupils' images become confused if too many subjects are studied in succession or if the effort to use them reaches a point of fatigue. Too often they are used to satisfy a passing curiosity without seriousness of purpose. They are

essentially a study tool, not adaptable readily to group work.

Wall Pictures

The wall pictures, which the bureau loans to schools, are enlarged photographs, 18 by 26 inches, in black and white, sepia, or hand colored in oils. The service was born of a real need for a frequent change of classroom pictures, for subjects having a broader range of interest than is usual, and for a great reduction in the cost of obtaining them. Their chief value, in addition to meeting these needs, lies in the study data which accompany them. These study sheets give the teachers specific examples of intensive study of individual pictures in such a way as to develop that multi-form interest which is inherent in every significant picture.

Motion Pictures

The comparative use of motion-picture films for teaching purposes in Los Angeles County is not adequately represented by the number of bookings given in the above table. There are several commercial exchanges in Los Angeles City which make a business of providing educational film subjects to our schools. The department of the city schools handling visual instruction is also equipped with an even larger library of loan films than we have at the County Bureau. We cannot make a guess as to the real total which should be shown to indicate the truth about the extent of the use of films in Los Angeles City and County, today. It is safe to say that the number is decidedly smaller than is usually supposed as compared to the actual use made of all kinds of visual methods. Probably the amount of time consumed by the use of motion pictures, strictly for purposes of instruction, is no greater than the time devoted to the use of slide study.

Why is this? Partly it is due to lack of equipment for motion picture projection; in part it is due to lack of funds for rental purposes; again it is due to the unsuitable editing of so-called "educationals" for classroom instruction purposes; and lastly to the fact that the motion-picture is easily over-rated as a classroom tool. In its own field it is without a substitute and can be made to fill a need which heretofore has been unfilled. But that need lies in the field of relationships involving motion, inter-actions, growth processes, developing situations, dramatic events and dynamic forces at work. It is, however, so easily made to substitute for the purposeful activity of the pupil, even to the extent of stultifying

his own image-forming initiative, that it must be used with great caution. Its cost makes inevitable that the range of its use must be closely restricted to that for which there can be found no equally effective substitute. The film is most useful as a means of introducing a new subject when a background of experience, not otherwise obtainable, is a pre-requisite.

Lantern Slides

So far as the Los Angeles County Bureau of Visual Education is a factor, the lantern slide is the most widely used means of visual



COLORIST IN LOS ANGELES COUNTY BUREAU—AT WORK

Much of the equipment is home-made. Members of the staff are continually experimenting to find new and improved ways of doing old things better in less time. But quality is never sacrificed to quantity production.

instruction in that area. There are certain interesting considerations involved in this situation. When the bureau was first established the director found it next to impossible to obtain many needed types of slide by purchase. Since the pictures were obtainable it was soon seen that a photographic laboratory for the manufacture of slides needed in its work would greatly add to the usefulness of the bureau. Such a laboratory was brought into being. It followed that a staff was needed for coloring slides, repairing and shipping them, collecting pictures from which to make them, gathering data needed to go with them, etc. At the present time the bureau has about 200 sets for loan to the teachers of the county and a collection of nearly 10,000 negatives which are in process of organization. The staff of the bureau now consists of a director, who is also an assistant county superintendent, of an assistant director, a stenographic secretary, a photographer, a stenographer and a shipping clerk. Members of the staff have developed their abilities as colorists, artists, investigators, research workers, etc., sufficiently so that the depart-

ment does all the work involved in the production of high grade lantern slides, enlargements, and photographic prints. These details are furnished to indicate the type of service which has been found practical in the particular case of the Los Angeles County Bureau.

Vroman Collection

Worthy of especial mention is the Vroman collection of negatives purchased by the Los Angeles County Bureau. These negatives were made by A. C. Vroman of Pasadena, from 1898 to 1905, in connection especially with trips among the Indian Pueblos of Arizona and New Mexico and the Missions of California. Other negatives purchased by the department are now being selected to cover literature, science, history, geography and the industries, with emphasis upon California and the Pacific Coast.

Demand for visual instruction materials is strongest from teachers of geography, followed closely by history, but the latter demand is much more difficult to supply. Science teachers, especially of elementary science, come third, foreign languages and art teachers following a rather lame fourth or fifth. Some demand comes from teachers of English, of manual arts, vocations, domestic arts, and other special subjects.

Propaganda

For a time visual instruction as a method found prophets and propagandists who knew little of educational practice but felt called to preach a new educational gospel which was to eliminate teacher, textbook and what-not. These exaggerated notions found favor in high quarters, even being elaborated upon by men world famous, as, for example, Edison and H. G. Wells. We wish to assure the teachers of the state and the makers of textbooks that they are in no danger. We wish to go further and quote a caution to teachers who do use visualized methods. This caution is found in Freeman's very sane report on "Visual Education" (University of Chicago Press, page 80) and is as follows:

"Caution should be observed to encourage initiative and an intellectually active attitude and not to allow the use of motion-pictures or other visual materials to over develop the attitude of passive receptivity." To which we would yet more emphatically append that the pupils' attitude of passive receptivity is the curse of all kinds of schooling.

THE LOG OF A SUBSTITUTE TEACHER (Excerpts)

ELIZABETH BANKS MARSH

John Muir Junior High School, Los Angeles

I WALKED into the overcrowded Outer Office;
The Teachers' Assignment Clerk was within;
I heard her say to her Superior,
"But you're using up all my list of substitute
teachers;

I haven't enough now to go around!"

He answered her in a low murmur and hurried
away;

Then the Inner Office leaped into action:
"Culture Center School wants a French teacher!
Can anyone here teach French?

Looming Large wants a teacher of forge!

Miss Smooth Brown Hair, here's an English
class for you;

Yes, I know that you teach nothing but Math.;
Mrs. Blond Marcel takes this first grade class;
It's such a lovely school."

Smoothly, swiftly, calmly, the Goddess of our
Fortunes sorted us out;

She placed one here and another there, with
shrewd, young wisdom;

She granted me my desires to the fraction of
a wish;

As I departed, I heard the impatient ringing
of the telephone in the Inner Office;

In the Outer Office, stretched a row of mute,
empty chairs.

ANNA MOSS

SHE has taught in that Senior High for
many a year;

Her friends call her Anna;

She calls her friends Maud, Blanche, and
Carrie;

They discuss diet, design and decay of the day;
They eat graham crackers and milk for their
lunch;

Anna has never really seen the Lowly Substi-
tute,

Although she and her friends radiate cold,
withering glances upon the stranger;

The Substitute smiles into her short sleeve
and says,

"What a tragi-comedy Anna would be in a
seething Junior High;

She wouldn't last a week!"

MARGARET JONES

YOU must have seen her or her numerous
counterparts.

But you may not know that you have seen her;
She's just garden variety;

She's not very large and she's not very small;

She never looks untidy, but, on the other hand,
She doesn't look like the patron of a beauty
shop;

She once considered "fixing up" a little;
She would have acquired a husband and chil-
dren of her own;

Just then her brother-in-law had a permanent
nervous breakdown;

Permanent nervous breakdowns and permanent
waves don't go together;

She supports her sister's children now;

She doesn't say much about it; it's too common
a situation;

The youngsters at school don't clamor to be
placed in her classes;

On the other hand, no one ever asks to be
transferred out;

No, she doesn't care whether she ever goes
to a Senior High.

The Office? Oh, they don't know that she's
alive;

She's garden variety, I tell you;

Saint Peter? Oh yes, he knows her. He
doesn't call her garden variety;

He's saving her a choice seat in the sun.

BERTHA MAXIMA

THE head waiter at the Giltmore is a fear-
less man;

He did not quail at her air of authority;

She is the chief executive over hundreds of
small children;

She has an ingrowing desire for power;

If she ever stops listening to her own rigid
voice,

She may hear someone say that she has a com-
plex;

She not only has this malignant growth, but
she is blind;

Blind because she mistakes fawning for friend-
ship;

Blind because she does not see that to intimi-
date small children is easy,

And to overpower fresh, young teachers is a
sinecure;

Blind, yes, blind and dull;

Dull because she does not know desire for
power is a devil,

A clamorous, insatiable devil within;

Unless it be (Ah, who am I to say this?),

Unless it be a desire for power that one may
serve.

(To Be Continued)

SOUTHERN SECTION C. T. A. MEETINGS

SOME IMPRESSIONS

TO get the most out of Institute is ever the desire of men and women of the teaching profession. Much valuable time, thought, and money are expended annually in bringing the best talent available. Those whose duty it was to arrange the California Teachers' Association, Southern Section, program this year are to be congratulated upon the success of the great meetings held in Los Angeles.

Previous to the general section gathering, the Orange county teachers devoted one day to visiting good schools in near-by counties. There are many schools scattered through this section of California which are working out unusual experiments in education, worthy of the attention of teachers everywhere. These schools are quietly going about their work, saying little, until they have proved themselves. The nuclei of worth-while innovations in education are there. It was to some of these schools that the teachers of Orange county journeyed for their first day of Institute.

The hostess schools featured their unique work on that day. The visiting teachers carefully observed, later talked over the work among themselves, and, once more at home, applied parts of it to their own schools. As no two people ever do work in identically the same way these visiting teachers have borrowed the new ideas but are developing them and adjusting them to suit their own needs.

We believe that the plan of using one day of Institute as a visiting day has been of great practical worth. When united with the inspirational work of the C. T. A. in Los Angeles, our Institute session was a period of real value to us all.

MRS. LOUISE H. BRADSHAW

Vice-Principal, Orange Grammar School,
Orange.

HIGH LIGHTS

AN outstanding feature of the institutes was the interest shown in vocational training. The lectures of Dr. Arthur Dean were always crowded. The keynote of his talks was the need of closer cooperation between the schools and industry. He urged all vocational teachers to go back to their trades every vacation so that the schools might be teaching

printing, millinery or plastering as it is in 1925 instead of as it was fifteen years ago.

Dr. Walter Miller of the University of Missouri also drew huge audiences to his lectures on classical and literary subjects. He emphasized the need of applying the classics to modern life. The premier social affair of the week was the Classical Association luncheon in honor of Dr. Miller at the Biltmore Hotel. Dr. Walter A. Edwards of the Los Angeles High School presided. A course of lectures on atomic structure at the California Institute of Technology, Pasadena, provoked much interest. One of the speakers was Dr. Robert Milliken of that institution, who received the Nobel prize last summer for his work on the atom.

Our own Superintendent, Will C. Wood, furnished one of the most interesting half-hours of the week when he told his ideas for the study of the Constitution. He believes that fiction and poetry dealing with the life of the American people are more effective than are political speeches or technical study of the document.

A visit to the Huntington Library in Pasadena was enjoyed by the printing and journalism teachers. This collection contains more examples of early printing than any other in the world except the British Museum.

The exhibit of students' art work at the Exposition Park Museum, a trip to the harbor at San Pedro, two excellent concerts, one under the auspices of the Ephebian Society, two dramas by the Community Players under the direction of Maurice Brown, and visits to the Southwestern Museum furnished instructive diversion.

KATHERINE CARR,
Los Angeles High School.

OUR SPEAKERS

ONE of the frequent expressions heard where school-people of various departments and ranks congregated was, "Our speakers have made good." It was a very welcome statement to those responsible for the program.

The men and women who were invited to address the teachers of Southern California are people of practical experience. In their preparation for the convention they had built their addresses around the contacts of actual class-

room and administrative work. They spoke with authority born of understanding. This was especially gratifying in view of numerous educational articles recently appearing in newspapers and magazines written by those who apparently have had no direct dealing with schoolroom conditions and problems. Sane, sensible, wholesome, encouraging and suggestive, and some times inspirational, were our meetings. Thank you, ex-President Stewart.

A. R. CLIFTON,

District Superintendent of Schools,
Monrovia.

A FEW SUGGESTIONS

THE meetings of the California Teachers' Association, Southern Section, in December of each year mark the annual culmination of things educational in the southern part of the state. This year's sessions were very satisfactory, and the president of the association and the executive committee are to be congratulated for their success.

A good many of us in the suburban parts are willing and glad to come to the city each year for these educational meetings. We find a great deal of difficulty, however, in getting satisfactory seats at the general sessions. By the time our first train arrives we find ourselves compelled to take seats in the peanut gallery, stand somewhere in the aisles, or go off to another general session where we arrive too late to make a satisfactory report to our county superintendent. To correct this situation one section or building ought to be reserved for teachers who come in from rural areas.

The speakers at all of the sessions were among the best that America affords. The spirit of the teaching-body was one that all organizations should emulate. An outstanding feature of each general session was the musical program, which meant much to the success of the program.

MERTON E. HILL,

Chaffee Union High School and Junior College,
Ontario.

SCHOOLMASTERS' CLUB

THE particular event to which I look forward with keenest anticipation is the Schoolmasters' Club annual banquet. Five hundred men, representative of all grades of education from the elementary classroom to the graduate school of America's largest university, of all subjects from the alphabet to the zodiac, and of all phases from private

tutoring to a state superintendency, yet all absorbed in the high and noble profession of education, that is a goodly company in which to mingle about the festive board! There is the best of bonhomie. The last shred of grouch is driven out the window by the crescendo of college songs of olden days. Stalwart leaders of other times are remembered and cheered. The visiting speakers are eloquently introduced to exhibit whatever remnant of wisdom they may claim after their strenuous institute hours. There is always even a chance of discovering an oasis in the vast, arid expanse of age-long yarns! I like the fine democracy of it all. It's a heartening occasion and an inspiring group. Dull care is driven away, and the cause of education is advanced.

ROCKWELL D. HUNT,

Dean of the Graduate School,
University of Southern California.

SAN DIEGO INSTITUTE

THE San Diego City and County Institute was held December 17, 18 and 19. Teachers who preferred to go to the C. T. A. S. S. at Los Angeles were granted that privilege. Superintendents Henry C. Johnson and Miss Ada York skilfully assigned teachers to preside at the different sessions. Each session was opened by community singing, followed by classroom singing from the elementary and high schools. Thursday afternoon the high school orchestra played most acceptably under the baton of Nino Marcelli. President Walter Dexter of Whittier College was the Wednesday speaker. He brought rousing messages under the titles, "Heroic Challenge of Education," and "Some Modern Tendencies in Education." Dr. Dexter is a favorite in San Diego, and is always assured a hearty welcome. After his address the teachers went into sectional meetings. Miss M. Madeline Ververka was greatly enjoyed by the elementary teachers; she always is. Dr. Allison Gaw of the University of Southern California won the hearts of the English teachers by his appreciative understanding of their problems. Dr. Alexander Kaun of the University of California jammed his room to the doors by his wonderful interpretations of conditions in Russia.

On Thursday Superintendent J. H. Beveridge of Omaha was with us, and talked intimately about school matters in "The Meaning of Education" and "The Type of Teacher We Want." Dr. Herbert R. Stolz, State Supervisor of Physical Education, encouraged us with comment

and directions. Miss Marian Peek, San Diego State Teachers' College, led discussion in the Social Science section.

Friday was a real climax, for which Superintendent Johnson won much praise. We had Dr. Ellwood P. Cubberley, of Stanford University, and Miss Florence Hale, Rural Supervisor of Maine. Dr. Cubberley, in his scholarly, cultured diction, held us tensely attentive with "The Nineteenth Century Influences Which Shaped the School," and "Why Education in America Is Difficult." Miss Hale was a veritable refreshing gale from her northern state! We like her! There were no section meetings this day.

The social activities, more extensive than heretofore, were enjoyed in a luncheon to Miss Ververka by the Kindergarten-Primary Club; a luncheon to Superintendent Beveridge, by the superintendents and principals, at which business and professional men and the city Board of Education were guests; the annual dinner of the County Schoolmasters' Club, with Superintendent Beveridge as guest of honor; the luncheon by the women teachers to Miss Hale, and a luncheon to Dr. Stolz by the physical training teachers and coaches. Strong endorsement of the Child Labor Amendment and other resolutions were adopted. Everybody went home saying "This is the finest Institute I ever attended!"

PETE W. ROSS,

Principal, Washington School, San Diego.

POMONA INSTITUTE

GUY WHALEY, City Superintendent of Schools, Pomona, and his corps of teachers have developed an intensive working local institute, crowned by the inspirational alpenglow obtained from the C. T. A. general sessions.

The most promising feature of the local institutes is the participation on the part of the teachers. The Board of Education for many years has encouraged teachers to improve their work by travel and study. Leaves of absence are granted, provided the teachers return to Pomona at least for one year's service. The feature of this year's local institute, held in conjunction with the C. T. A., was the interesting and profitable discussions given by three local teachers who had traveled extensively around the planet during the school year and summer vacation recently closed.

C. A. STEBBINS,

Pomona.

VOCATIONAL EDUCATION AT THE SOUTHERN SECTION MEETINGS

MY dear Mr. Chamberlain:

I am sending you a report to this office of four days spent in the C. T. A. Southern Section Meeting. Mr. Elzinga, head of the industrial department of Tamalpais High School in this county is willing to have his report published.

Yours sincerely,

JAS. B. DAVIDSON,
Marin County Supt. of Schools.

Dear Mr. Davidson:

The writer looked at the Southern Convention as a whole from the standpoint of the vocational man. Not that he is narrow or prejudiced in favor of vocational education and against or disinterested in general education—not at all,—but knowing that one cannot eat his cake and have it too, he attended but few lectures on science, art, administration, evolution, etc. He believes in the universal opportunity for all and knows that at least 75 per cent, representing the great majority, will work with their hands. So long as apprenticeship in industry is a thing of the past, it has become the duty of the public school to do this training. Vocational education is not dedicated to a lower ideal of culture than general or commercial education, but is education in the fullest sense.

Some parts of this report consist of discussions with small groups and individual teachers, directors of vocational work, grade school and high school principals, before and after the meetings.

Most of the suggestions offered had been dormant in the minds of these men and women in Southern California. The C. T. A. official lecturers simply gave them renewed strength in their beliefs.

Respectfully yours,

WM. T. ELZINGA,
Vice-Principal, Tamalpais High School.

The director of music, Los Angeles Part-Time High School, said that we should have classes in vocational music for boys and girls to save the plentiful talent that comes to us from foreign countries and from foreign-born parents. The musical talents of these boys and girls should be commercialized for the stage.

Arthur Dean suggested that during the adol-

escent age the academic branches should be largely replaced by experiences in laboratory, shop, soil, and office.

Will C. Wood urged a complete revision of the course of study in the elementary schools. "We shall save money if we will give the children of this state the kind of education that will fit them for the business of life, instead of the subjects that tradition insists we teach them."

A ONE-TRACK SYSTEM

Dr. Strayer said that some day we will learn that it is right and proper to spend at least 10 per cent of our budgets, if need be, in diagnosing the needs of each individual pupil and directing his ability in the lines to which he is best suited. At present we have a single-track, one-standard school system, not any longer suitable to everchanging conditions in industry, business, and civilization. He advised superintendents and principals to permit teachers to participate in the administration of the schools.

Will C. Wood said that the biggest thing, the most important part of a school, is its teaching force, not its management or Board of Trustees or its buildings. Principals should bring up their teaching force to higher efficiency, ambition and responsibilities. The main function of principals is to train their teaching staffs.

Mr. Benjamin Johnson, of University of California, Southern Branch, brought out the need for co-operation between trades, industry, and the schools, without which vocational schools cannot function properly.

The principal, Roosevelt High School, said he had held many conferences with his faculty for the purpose of coaching the academic teacher into a sympathetic understanding and co-operative attitude toward vocational work, because without these, vocational work was impossible. In this way he has accomplished much during the past two years, but admitted it was slow work.

Another speaker said that one of the greatest obstacles to the development of a democratic system of education, (namely universal opportunity for all according to the native characteristics and abilities of each individual), is the plain fact, that our educational systems are in the hands of those who, by virtue of their education and training, are totally unfamiliar with vocational education for the masses and therefore placed too great

emphasis on the academic branches and the time devoted to them. In no other business or industry does such a condition obtain.

To bring about a change in this unsound condition it will be advisable that all school principals take courses in vocational education, management and administration, to get the proper sympathetic viewpoint and to inspire all academic teachers with the desire to take a lively interest in vocational education.

Another speaker, in discussing the slow progress of vocational education in secondary schools, showed that this was due, in no small degree, to the present class of supervisors and directors, former teachers of woodwork, who had automatically gravitated through priority into supervisory positions. Woodwork in general, being confined to a narrow sphere and requiring but a limited technical education (and therefore making only a limited contribution to vocational education), cannot produce leaders for the other more important, more numerous and highly technical vocations, such as machine construction, tool-making, pattern-making, toolsmithing and forging, foundry practice, heat-treating, instrument-making, etc.

It was concluded that to make more rapid progress, vocational education should have as leaders in supervisory and directing positions, men technically and professionally trained in the leading metal-working branches, namely the machinist, toolmaker, or instrument maker. This brought out the point that the teachers' colleges and universities should develop such teachers for leadership, and not woodworkers.

AUTOMOBILES

Several teachers believed that California is placing entirely too much emphasis upon automobile work, contending that this work, being an offshoot and a specialty, has its basis in machine-shop work and metal-work in general. This metal work should precede the auto work in every case, for the purpose of developing dexterity in the use of tools, knowledge of materials, and the highly necessary judgment in handling machinery.

At this point several teachers expressed the belief that so long as woodwork alone was not fulfilling its mission in the grades 7, 8 and 9, as a preparation or prevocational subject for the metal work in grades 10, 11 and 12, that elementary metal-work or machine-shop work should be given in addition to woodwork.

BUSINESS MEETING

THE annual business meeting of the C. T. A., Southern Section, was held December 18, 1924, at Trinity Auditorium, Los Angeles, President Paul E. Stewart presiding. Following financial statement was read by Mr. H. T. Clifton, accepted and ordered filed:

RECEIPTS—

| | |
|---------------------------------------|--------------------|
| Memberships | \$34,215.50 |
| Advertising | 200.00 |
| Interest and Refunds | 417.76 |
| Cooperating Cities and Counties | 1,125.00 |
| Balance, 1923-24 | 5,080.09 |
| | \$41,038.35 |

DISBURSEMENTS—

| | |
|--|--------------------|
| Salaries | \$ 5,503.92 |
| Stamps and stamped envelopes | 306.99 |
| Telephone and telegraph | 207.36 |
| General office expense | 296.67 |
| Stationery | 187.30 |
| Printing | 1,380.33 |
| Rent | 780.25 |
| Office equipment | 254.51 |
| Special Committee | 5.25 |
| Executive committee | 302.83 |
| Refunds | 6.00 |
| Dishonored checks | 116.00 |
| Convention expense | 253.66 |
| Convention speakers | 1,500.00 |
| Executive Secretary expense | 273.67 |
| Council of Education | 168.25 |
| Receipts forwarded to central office | 22,137.94 |
| Surplus | 7,357.42 |
| | \$41,038.35 |

Resolutions were adopted: (1) against separating Los Angeles Teachers' College from the Southern Branch, University of California; (2) urging sabbatical year for teachers; (3) commending exchange of teachers; (4) commending safety department of the Automobile Club of Southern California; (5) heartily co-operating with the state survey of elementary school curriculum. (6) supporting the Federal Education Bill (Sterling-Reed); (7) favoring a law recognizing the high school status of seventh and eighth grade pupils; (8) reforming the grammatical errors in comic strips; (9) heartily congratulating David Starr Jordan for winning the Herman prize; (10) supporting the Child Labor Amendment; (11) urging co-operation with the International Convention of Kindergarten Teachers, to be held in Los Angeles, July 8-13, 1925; (12) thanks to Southern California school people for hospitality and courtesies; (13) congratulating President Paul E. Stewart and his helpers; (14) necrology—Alexis F. Lange, Frederic Burk.

(Continued on Page 125)

CALIFORNIA TEACHERS' ASSOCIATION
(Northern Section)

ANNUAL Report of J. D. Sweeney, Treasurer, Red Bluff:

Receipts for Year—

| | |
|---|-------------------|
| Amount on hand January 1, 1924 | \$2,675.56 |
| Received from Chico City Joint Institute Pro Rata | 120.00 |
| Received from Mrs. Minnie O'Neill | 18.00 |
| Received from L. A. Wadsworth | 2,630.00 |
| Total | \$5,443.56 |

Disbursements for Year:

| | |
|---------------------------------------|----------|
| California Council of Education | \$ 64.00 |
| Minnie Gray | 17.14 |
| News Printing Company | 56.85 |
| Purnell Company | 1.00 |
| C. C. Hughes | 5.00 |
| E. W. Locher | 2.28 |
| Harriet S. Lee | 12.92 |
| Vivian Long | 79.64 |
| George Berry | 5.45 |
| Annie Curry | 11.15 |
| H. H. Sauber | 21.65 |
| E. A. Powers | 5.90 |
| Lottie E. Johnson | 10.90 |
| B. M. Fermstone | 29.72 |
| James Ferguson | 14.75 |
| Jennie Malaley | 11.56 |
| C. H. Neilsen | 23.90 |
| L. A. Wadsworth | 20.44 |
| J. D. Sweeney | 26.13 |
| Pacific Tel. and Tel. Co. | .40 |
| C. H. Camper | 20.11 |
| E. I. Miller | 5.15 |
| George P. Barnes | 16.61 |
| Mamie B. Lang | 11.20 |
| E. J. Fitzgerald | 6.50 |
| R. E. Golway | 17.38 |
| Celia Dahringer | 6.40 |
| Evelyn MacDonald | 6.40 |
| A. V. Wilde | 6.50 |
| Ella McCleery | 6.40 |
| E. I. Cook | 6.50 |
| L. M. Ferguson | 6.40 |
| Minnie Roth | 6.40 |
| F. J. Prebble | 6.50 |
| D. M. Durst | 4.00 |
| Henrietta Horton | 6.40 |
| A. L. Case | 12.61 |
| *S. M. Chaney | 264.00 |
| *Mary Cravens | 305.00 |

\$1,141.21

#Balance, Jan 1, 1925.....**\$4,302.31**

Total

\$5,443.52

*These amounts include expenses as delegates to N. E. A.

#Of this amount \$500.00 is in Liberty Bonds, \$1,500.00 on interest on certificates of deposit in Bank of Tehama County, remainder in checking account. This balance does not include accrued interest on Liberty bonds, said interest being re-invested when received in War Stamps during the war and in Treasury certificates since that time. Of these we hold several to the amount (maturity) of \$150.00.

COLLIER'S "BETTER SCHOOL PROGRAM"

VAUGHAN MacCAUGHEY

ALL journalism is divided into three parts, —those publications constructively assisting America's educational program; those hostile and super-critical; and those tepidly apathetic. The friends and allies comprise by far the largest group. The vociferous "hostile" group have a bark that is worse than their bite, for they are often honestly convinced that their words of criticism are justifiable and necessary.

The best words, however, are those which build, words of quiet appraisal, of sympathetic and genuine interest, of cool scientific research, of constructive vision. Creative words are needed by the schools and by that vast public which supports the American public school system.

Such words, wisely spoken and timely, have issued from a great-hearted and courageous journal, Collier's, the National weekly. Its "better school program" recently announced, has commanded attention throughout America, among lay and school-people alike. It is a fine, virile presentation, in language all can understand, of the basic features in a Twentieth Century School program. So important and worthy do we consider this statement that the following digest is presented herewith, with the recommendation that every teacher in America assist in giving Collier's program the widest possible publicity. It represents the best thought of America.

1. The right school board.
2. Unit organization—the superintendent in charge.
3. A sound budget.
4. Platoon school buildings and ample playgrounds.
5. A salary schedule that will provide good teachers.
6. Studies adapted to present-day needs.
7. Abolition of the lockstep.
8. Project work, to teach co-operation.
9. Adequate physical training.
10. Junior high schools, with a chance for each child to succeed.

1. The Right School Board

A small, energetic, nonpartisan board, elected at large, is half the battle for better schools. Men or women who are honest, intelligent, and active, used to having others under them, and holding others responsible for results.

2. Unit Organization

The main business of the board is to elect the best possible superintendent and put him in entire charge of the school organization. He should be given time and opportunity to try out his methods and ideas, and be solely responsible to the community, through the board, for the running of the school system.

3. A Sound Budget

It is as important for a school system as it is for an individual to live within its income. Exceeding the budget leads inevitably to carelessness, unsound investment, and waste. How much intelligent, constructive business methods and investment mean to a school system can be judged when one realizes that the support of the community, which alone makes good schools possible, is dependent on expenditure that gives full value for every dollar. More money for schools is a good investment in citizenship.

4. Platoon School and Playgrounds

"Platoon School" is a name that stands for an idea, as well as a form of organization. The idea that it stands for, and leads to, is diversity of occupation. We know now, what we did not know when most of the still existing school buildings were put up, that you can't get the best educational results with only desks and classrooms. A diversified school plan and playgrounds are essential.

5. An Adequate Salary Schedule

Good teachers make good schools. Good teaching material, men as well as women, must be attracted. A salary schedule that encourages adequate training and the breadth of ideas that goes with it, will work miracles with any school system.

6. Studies Adapted to Needs

Modern courses of study; not Latin and algebra simply because they were taught to our fathers and to us. Our schools no longer train merely for the professions; they train chiefly for life. Courses of study retained only because they were once considered valuable waste opportunities and time of both teachers and pupils.

7. Abolition of the Lockstep

Attempting to make all children keep step, and degrading those who can't, is stupid, expensive, and cruel. The steps that lead away from the outworn and blindly applied regimental system are:

- (a) Grouping of children according to ability, with abundant opportunity for reclassification.
- (b) "Opportunity rooms" for exceptionally bright children and stragglers. For those who forge ahead, the added opportunities that will develop leadership.
- (c) Individual instruction. No two children are alike. Allowing each to advance at his own natural gait, without needless repetition of courses, is both possible and practicable.

8. Project Work

Modern man has to co-operate or die. The day when man could live alone, or even when one small group or tribe could subsist by itself, is past. Part of education today is the acquisition of this fact. Children who work together on different parts of a single whole get more than merely a new interest and incentive in their work. They are developing into better citizens.

9. Physical Training

Ninety per cent of our children today are physically deficient. Even in city schools an hour of supervised exercise a week is usually considered sufficient. But it's not. There should be systematic training in the essentials of health; supervised play; dental inspection and instruction in care of the teeth and mouth.

10. Junior High Schools

The junior high school principle of special training for the years of early adolescence is sound. A school that stresses life interests, rather than college entrance requirements, is essential at this period of development. Every youngster can do something, if he likes it and will keep at it, well enough to succeed. For what that something is, and by giving him a chance to acquire confidence and satisfaction a school to "set him on his feet" by finding out through doing it, is of incalculable value.

TEACHING CITIZENSHIP OBLIGATIONS TO COLLEGE STUDENTS

ANDREW R. BOONE,
Stanford University

THE lower division at Stanford University was established in 1920. Since that time a course in Problems of Citizenship has been required of all freshmen. For three years the departments of Economics and Political Science provided courses in economic problems, social problems, and political problems, which, taken together, constituted the required course of study for twelve units throughout the freshman year.

This was a temporary arrangement and beginning with the autumn quarter of 1923 a combined course in problems of citizenship has been given through the co-operation of various departments including the departments of economics, psychology, political science, history and law.

At present approximately 700 students are enrolled in the course, an increase of 175 over last year's enrollment. The bulk of the class is made up of freshmen, numbering 525. Others are transfers from other collegiate institutions and sophomores who have not had this course or its equivalent.

At present 31 institutions offer introductory courses of this kind for freshmen. Included in these are most of the large eastern men's col-

leges, Columbia University, and the University of Chicago. Stanford, Dartmouth, and Columbia are the pioneers.

The course at Columbia reviews the history of civilization. At Dartmouth it is in the nature of a study of problems. The course at Stanford, under the direction of Professor Edgar E. Robinson of the History department, aims to combine these two aspects. In fact the tendency in most colleges at present is towards a combination of historical background and present-day problems.

The Lectures

Sixty lectures are given by men from various departments of the university during the course of the year. The lectures are necessarily given in the assembly hall. The general divisions of the subject are: Bases of civilization, political equipment of the citizen, political institutions and problems, and economic and social institutions and problems.

Specific subjects for the autumn lectures have been organic evolution, evolution of man, physical environment of man, man's co-operation with nature, tests of the progress of man, growth of intelligence, modern scientific atti-

tude, modern scientific method, function of education, education in a democracy, fundamental human traits, intelligence in a democracy, races and divisions of mankind, fundamental social institutions, liberty of the individual, democracy, foundations of American nationality, and formation of American democracy.

These lectures are given to the freshmen twice a week in one class of 700. Two hours each week are devoted to section meetings when the class is divided into discussion groups of 30 members each. Each group is placed in charge of an instructor who came to the university for this particular work. It is expected that this arrangement and the discussions will result in developing an independence of thought so essential to achievement of the fundamental purpose.

Two Duties to Freshmen

Professor Robinson and his colleagues believe that the university has a twofold academic duty to the entering freshmen. First, they are given immediately and briefly a survey of the society which has developed in the last 500 years. The purpose of this is **orientation**, not training; therefore it is neither analytical nor abstract, speculative nor detailed. Secondly, the newcomers are provided with an experience by questioning and continuing discussion which leads each student to consider his relation to the world in which he lives, particularly the economic, political and social fabric. The individual's opportunity and duty is emphasized rather than forms of society as such.

The course on Problems of Citizenship has an objective separate from those of other college courses. It is largely the development of an attitude rather than training or experience.

Culture is conceived to be a personal asset just as professional or vocational training is a business asset. It is Professor Robinson's idea that this new experiment on the part of Stanford will help "to produce a larger social asset, widen the non-professional and non individual horizon of the student, on the theory that an enlargement of view has an important part in the preliminary steps in the education of mature men and women. To this end there appear at present to be three conditioning factors: First, a definite concept of the physical and historical bases of present day civilization; second, a clear understanding of the fundamentals of economic, social and political struc-

ture, and third, a vivid realization of the opportunity and obligations of educated men and women in a modern community."

The new plan, although it is yet too early to predict its success, seems to satisfy a need. Since its inception two years ago the only material change noted is the decrease in the number of lectures and the consequent increase in the number of section meetings each week, which, without increasing the number of hours allotted to the course, gives each student an opportunity to meet twice a week in a small section where emphasis is laid upon methods of study and development of thinking upon the general questions through directed discussion. Whatever success the experiment may attain will depend partly upon the work of the instructors.

CALIFORNIA STATE MUSIC CONFERENCE

BY AUTHORIZATION of the State Board of Education the state music conference will be held this year at Pomona College on February 26, 27 and 28. The whole field of music in our elementary schools, high schools, colleges and universities will be discussed. Representatives from the different fields of music are urged to be present and take part in the discussions, in order that each department may receive full consideration. The program will allow a large opportunity for discussion. Any recommendations regarding music courses which are sent out at the close of this conference may represent the concensus of opinion of those present. Committees have been at work during the past year and will present their findings.

Arrangements for care of the delegates have been made by Pomona College. Information on hotels and rooms can be secured at the administration building, which will be the headquarters for registration. Meals will cost: formal banquet (Thursday evening) \$1.25; dinner (Thursday) \$1.00; luncheons during the three days, 60 cents per meal. All meals, except breakfast, will be served by the Claremont Inn. The college cafeteria will be available for any who may desire to breakfast there.

Those who have attended previous conferences will be looking forward with pleasure to this meeting, and to the prospect of hearing from such a leader in music as Mr. Otto Moissner.

GRACE C. STANLEY,

State Commissioner of Elementary Schools,

TEACHERS' RETIREMENT FUND

Editorial Note

The question of revision of the present retirement salary act has repeatedly been given consideration by the California Teachers' Association and by state school authorities. Owing to lack of case statistics, the fact that there is no other retirement law in force identical with the California law and, further, that the California law has been effective so short a time, it has been deemed wise to withhold such modification. It seems the height of wisdom to carry on under the present law until by reason of a wider period of experience a more ample opportunity for study and additional data for the drawing of conclusions, a really effective law may be enacted.

There is here presented a report on the retirement law made to the State Board of Education together with the letter of transmittal to the Governor of this report by the State Board as well as a letter from the Secretary and Assistant Secretary of the Retirement Board. There is also included the special message of the Governor to the Senate and Assembly in transmittal of the report of the actuary. Appended to these documents is a statement drawn and signed by members of the legislative committee of the city and county school superintendents and the legislative committee of the California Council of Education. This last statement is of date January 21, 1925.

A.H.C.

I

MR. ARTHUR H. Chamberlain,
Executive Secretary California Council
of Education, San Francisco.

Dear Sir:

At the meeting of the Retirement Board held today, S. Gundelfinger, Actuary, submitted a report on the condition of the retirement funds, which he had prepared at the request of Governor Friend William Richardson, after the Retirement Board had given him access to the records.

Following a discussion, which lasted all morning, and at which Mr. Gundelfinger was present, the Board appointed a committee to write a letter to Governor Richardson. I am enclosing a copy of the letter that was prepared. It was accepted by the Board and ordered sent to the Governor at once.

It was then moved, seconded, and carried, that a copy of the actuary's report and the letter to the Governor be sent to you with the request that you place it in the hands of the California State Teachers' Association, with the message that this information is furnished to them in recognition of their interest in the system and in view of the fact that the

Teachers' Retirement law enacted June 16, 1913, was passed at the request of the teachers of the state.

It seemed probable that you might wish to publish a copy of the report and letter in the Sierra Educational News, and if so there would be no objection on the part of the Board to your doing so.

Very truly yours,

WILL C. WOOD, Sec'y.

By Marion H. Ketcham,

Ass't Sec'y Retirement Board.

II

January 13, 1925.

TO HIS Excellency,
Governor Friend William Richardson:

In accordance with your request, a report on the status of the Teachers' Retirement Salary system has been prepared by S. Gundelfinger, Actuary, and a copy of the report has been placed in your hands.

We have gone over the report in some detail with Mr. Gundelfinger, and desire to call your attention to the fact that the report discloses a condition which requires attention. This would naturally involve further expert study and legislative action.

The situation is placed before you for such action as you may think wise. This Board is an administrative one and not legislative or executive. Our responsibility is to administer the system, and we desire to assure you of our readiness to co-operate in plans to place the system on a sounder basis both for the state and the teachers.

Respectfully yours,

State Board of Education,
E. P. CLARK, President.

III

January 12, 1925.

TO THE Honorable,
The State Board of Education,
Sacramento, California.
Ladies and Gentlemen:

In compliance with the authority conferred upon me pursuant to your letter to the Honorable Will C. Wood, Secretary of the State Board of Education, dated October 27, 1924, I have examined the available records of your board with a view to estimating the financial condition of the Public School Teachers' Permanent Fund and the Public School Teachers'

Retirement Salary Fund from an actuarial point of view.

Subject to the qualifications hereinafter made, I estimate that on November 30, 1924, the commitments of the State of California arising from the operation of the laws dealing with the retirement of public school teachers exceed present and future resources arising from the operation of the same laws by a sum not less than \$32,848,453.05.

This means that adequate provision under present laws for the obligations of the State to the present force of both active and retired teachers necessitates the accumulation of funds equivalent to a present investment of 33 million dollars earning 4 per cent interest per annum, in addition to the \$2,300,000.00 now on hand and invested, and in addition to the contributions to be made in the future by and on behalf of the present teaching force.

Any increase in the number of active teachers will require further provisions on a similar scale.

The continuing ability of the system to meet its currently maturing obligations is being maintained solely at the expense of, and at a practically total loss to, the great majority of the present force of approximately 32,000 public school teachers.

Basis of Estimate

The statistical data underlying the estimate are incomplete, and this has necessitated the substitution of certain broad assumptions which are open to criticism from an actuarial point of view and render the valuation less reliable than that made five years ago by Mr. William Leslie on the basis of fairly complete and up-to-date information.

The number of active school teachers has increased in the interval from 21,000 to approximately 32,000. No information is available as to age, length of service, and location of service of the new entrants. It has, therefore, been assumed that the new entrants are composed in these respects of groups substantially similar to those existing in 1919, with an appreciable modification in favor of the younger ages and of a lesser service record.

It has also seemed advisable, in order to avoid the possibility of overstating the deficiency, to assume between the ages 18 and 33 substantially higher rates of withdrawal from active service than were used in the valuation of November, 1919. This has been done in deference to the view frequently expressed, although by no means substantiated by proof,

that such withdrawals show a higher frequency in California than elsewhere.

As a result, the estimate here presented and more fully analyzed in the accompanying financial statement and schedules, cannot claim scientific accuracy, but it can and does claim to be an informed estimate of the financial condition of the system considered in the most favorable light compatible with safety. In short, the estimated deficiency of approximately 33 million dollars is almost certainly understated.

Interest

It has been assumed that the funds of the system not disbursed for annuities earn interest at the rate of 4 per cent per annum, compounded annually, and it is believed that this rate is capable of attainment, although it is doubtful whether it has been attained in the past. No attempt has been made to determine the actual rate of interest earnings, but a cursory examination of the record of the past 10 years indicates that it does not exceed, and probably does not reach, $3\frac{1}{2}$ per cent per annum. This is due partly to unavoidable periods of idleness to which not inconsiderable portions of the funds are from time to time condemned, and partly to the necessity of occasional purchases of securities above par value.

Causes of Deficiency

The unfavorable condition of the retirement funds is not unique, but constitutes a repetition of the history of practically every public and many private pension systems. Two principal causes are responsible for it. To begin with, a great number of prospective beneficiaries entering the system at the time of its establishment had to their credit a service record involving a large commitment on the part of the State, which then had no commensurate resources in the fund to offset these commitments. In the second place, the contributions exacted from the teachers and made on their behalf in accordance with law are insufficient. As a result, a fraction only of the funds now on hand, invested, and accrued, has been contributed by retired teachers now drawing annuities, and nearly \$2,000,000.00 more is required in contributions from and on behalf of active teachers to enable the fund to meet its liability to those retired.

Need for Reorganization

In its decennial report covering the period August 10, 1913, to June 30, 1923, the Public School Teachers' Retirement Salary Fund Board said:

"It is the impression of those in charge

of the fund that the financial basis of the fund eventually will have to be revised, but that we have not yet had enough experience to show just what should be done, and that it is not wise to hurry about making a change, since the fund will evidently run on for a number of years before the expenditures will exceed the income."

The impression that the financial basis of the fund requires revision is not only completely confirmed as correct, but it is also apparent that the situation demands a speedy and fundamental reorganization. The State of California is now diverting funds contributed by active teachers to the benefit of retired teachers, with no prospect of being able to continue the process for an indefinite period. The remarkable growth in the number of active teachers, which is characteristic of the past, cannot go on forever. On the other hand, the number of annual retirements is bound to increase with the passage of time. The relative volume of cash expenditures to cash receipts, so far from being an index of safety, has no bearing on the question of solvency other than being dangerously misleading.

California Experience

To establish a basis for a scientifically unassailable and practically accurate determination of rates of contribution, it is imperative that the rates of separation and retirement actually obtaining among teachers in California be currently observed and currently recorded. To this end, information similar to that gathered in 1919, and pertaining to new entrants, is essential. In addition, current reports of all changes in the status of active teachers are indispensable. Without the former date, successive valuations become less and less reliable; without the latter, no intelligent adjustment of rates to changing conditions is possible.

Recommendations

It is therefore urgently recommended that the Public School Teachers' Retirement Salary Fund Board secure legal authority to exact the information and reports above referred to from individual teachers and from the proper school officials, as the case may be, and that complete experience observation records be currently maintained, commencing at the earliest feasible date, under competent actuarial direction.

The inadequacy of present rates of contributions, and the consequent inevitable state of insolvency into which the fund is rapidly drift-

ing, forbids the application of these rates to new entrants. It is therefore recommended that public school teachers entering the service after a convenient fixed date in the near future be relieved from the burdens and excluded from the benefits of the present retirement law, without prejudice to vested, accrued and inchoate rights, and that enactment be secured of a new retirement law, applicable to all public school teachers entering the service after such date, and embodying provision insuring a continually sound financial condition.

For the latter purpose, any one of the four plans suggested by Mr. William Leslie in connection with the valuation made by him in 1919, possesses the virtue of adequacy. Periodical adjustment of rates, based upon experience indications of the observation records hereinbefore recommended, should be expressly provided for.

For reasons which will presently appear, the choice of a plan is suggested which provides for the return, upon separation from the service for any cause except retirement with an annuity, of the teacher's individual contributions, together with interest at 4 per cent per annum, compounded annually.

It is apparent that the elimination of new entrants from the operation of the present retirement law has no effect upon the condition of the present system. To reduce the deficiency in the present system to manageable proportions, it is necessary that the system be relieved of the commitments incurred by it in respect of a considerable contingent of the 32,000 active teachers now embraced by it. This, it is believed, can be accomplished in the case of a large number of teachers not too far advanced in age or service, by according them the optional right to enter the new system with its refund and interest features, in consideration of a waiver of all rights vested in and accrued to the optionee under the present law. Adequate rates of contribution for such teachers can be developed, and it is believed that such a plan would be welcomed and accepted by many as a valuable inducement. The transfer of a large number of teachers from the old to the new system involves, of course, a curtailment of the current revenue of the former, equal to \$12.00 per annum for each teacher transferred. The revenue from inheritance tax, however, would remain unimpaired, and the deficiency thus greatly reduced. This reduced deficiency, however, offers a far less difficult problem than the present excess of

liabilities over assets. It is believed that the remaining deficit will be amenable to gradual amortization by a series of annual appropriations of relatively modest proportions.

The establishment of a new system for new entrants, with adequate rates of contribution, gives rise to a question concerning the source of such contributions. In this connection, I venture to suggest for your consideration the desirability of requiring the school districts, the immediate employers of the public school teachers, to share with the State and the teacher the cost of providing retirement salaries.

I take this opportunity of expressing my appreciation of the valuable assistance rendered me by the Assistant Secretary of your board, Miss Marion H. Ketcham, and to place myself at your disposal for any service which I may be able to render you.

Respectfully submitted,
S. Gundelfinger,
Actuary.

**ESTIMATE OF FINANCIAL CONDITION
of
PUBLIC SCHOOL TEACHERS'
RETIREMENT FUND
as of
November 30, 1924**

| Liabilities | |
|--|------------------|
| 1. Present value of annuities entered upon by retired teachers | \$4,246,949.89 # |
| 2. Present value of probable annuities to be granted to teachers now in active service | 46,211,940.26 # |
| Total Liabilities | \$50,458,890.15 |
| Assets | |
| 3. Cash in State Treasury | \$ 111,085.52 |
| 4. Investments | 1,995,561.50 |
| 5. Inheritance tax accrued | 184,280.50 |
| 6. Present value of future contributions by present force of teachers | 7,883,904.97 # |
| 7. Present value of probable future income from inheritance tax, | |

| | |
|---|-----------------|
| based upon past ratio thereof to contributions from teachers .. | 7,435,604.61 |
| Total Assets | \$17,610,437.10 |

| | |
|---|-----------------|
| Excess of Liabilities Over Assets | \$32,848,453.05 |
|---|-----------------|

#Analyzed below in schedule bearing the number of this item.

**Schedule 1
Present Value of Annuities Entered Upon by Retired Teachers**

| | | |
|-----------------------|---------------|----------------|
| Service annuities— | | |
| 155 Men | \$ 600,308.26 | |
| 554 Women | 2,676,835.05 | \$3,277,143.31 |
| Disability annuities— | | |
| 27 Men | \$ 87,108.91 | |
| 232 Women | 882,697.67 | \$ 969,806.58 |
| Total | | \$4,246,949.89 |

**Schedule 2
Present Value of Probable Annuities to Be Granted to Teachers Now in Active Service**

| | | |
|-----------------------|-----------------|-----------------|
| Non-contributors— | | |
| Service annuities | | |
| Men | \$ 341,312.00 | |
| Women | 2,742,513.00 | \$ 3,083,825.00 |
| Disability annuities— | | |
| Men | 39,052.20 | |
| Women | 635,384.43 | \$ 674,436.63 |
| Contributors— | | |
| Service annuities | | |
| Men | \$ 3,988,545.00 | |
| Women | 33,193,789.00 | \$37,182,334.00 |
| Disability annuities | | |
| Men | \$ 344,394.22 | |
| Women | 4,926,950.41 | \$ 5,271,344.63 |
| Total | | \$46,211,940.26 |

**Schedule 6
Present Value of Future Contributions by Present Force of Teachers**

| | | |
|--------------------|---------------|-----------------|
| Non-contributors— | | |
| 390 Men | \$ 86,348.77 | |
| 2336 Women | 519,536.87 | \$ 605,885.64 |
| Contributors— | | |
| 4,167 Men | \$ 755,209.71 | |
| 25,107 Women | 6,522,809.62 | \$ 7,278,019.33 |
| Total | | \$ 7,883,904.97 |

IV. SPECIAL MESSAGE ON TEACHERS' RETIREMENT SALARY

TO the Senate and Assembly:

The financial condition of the Public School Teachers' Retirement System is in such an alarming state that it deserves your earnest consideration. The report of the actuary to the Board of Education shows that the fund is now from an actuarial standpoint insolvent to the extent of more than thirty million dollars. In 1919, an actuary reported to the former Board of Education that the fund was then insolvent to the amount of twenty-five million dollars. At the 1923 session of the Legislature, Senate Bill 127 was passed amending the Teachers' Retirement Salary Act, and delivered to me on the day the Legislature adjourned. I declined to sign the bill for the reason that the whole scheme appeared unsound and the great majority of the teachers who were paying into the fund would never receive a dollar in return. In a statement issued at that time I said:

"I have made a careful examination of the Teachers' Retirement Act and of Senate Bill 127 amending the act. I have read the report of the actuaries who have investigated the subject; have conferred with the Insurance Commissioner, the Board of Control, and others in regard to this matter. From this investigation I am forced to conclude that the present law is unsound, that the fund is now insolvent, and that it is only a question of a few years when the crash will come. Senate Bill 127 will not improve this desperate condition but may make it worse. This bill increases the pension to teachers from \$500 to \$720 a year, increases the tax on teachers from \$12 to \$14 a year, and changes the State payment from 5 per cent on inheritance taxes to an amount similar to that paid by teachers. The increase in the cost to the State, in the opinion of the State Controller, would be \$350,000 for the next biennial period.

"On first investigation it was my desire to sign the bill, but when my attention was called to the report of the actuary and I dug deeper I found the proposition so fundamentally unsound that I could not, in justice to the teachers, double their assessments when there is so little hope of the great majority ever receiving a cent of benefit; and in justice to the taxpayers sinking their money in a scheme having so little financial stability.

"Notwithstanding the warning of the actuary, the sponsors of this plan have gone ahead with

seeming little dread of the insolvency that awaits the fund within the next few years. It is evident that the pension plan will be of help to those teachers who are now receiving pensions for a very few years, and that when the crash comes these older teachers will receive no further compensation, and that the great majority of young teachers who have poured their savings into this financially unsound scheme will receive nothing whatever in return. For me to approve this bill and double the tax on teachers in the face of the instability of the plan, would be a gross injustice to which I will not be a party.

"I propose to have this matter looked into during the next two years in the hope that some plan may be devised for the 1925 Legislature which will rescue this fund from insolvency."

After the adjournment of the 1923 Legislature, I took the matter up with the Insurance Commissioner and he employed a high-class actuary who made a careful examination and reported to the Board of Education. The actuary states that the commitments at the present time are no less than \$32,848,543.05, while here is only \$2,300,000 on hand and invested. The actuary says that the condition of the retirement fund is not unique but is simply a repetition of the history of nearly every public and private pension system. He says that the present plan has been unsound and unsafe from the start. I am submitting to you herewith the report of the actuary for your careful consideration. As I am not an expert on insurance and was not the author or in any way responsible for this pension plan, I have no advice to give you other than that contained in the report of the actuary.

I am submitting the report to you because I believe the public should have the fullest information and that the thousands of teachers who are paying money into this fund every month should know the full facts, and how little the possibility of their ever receiving a dollar in return. Whether it is possible to make this plan workable without too great an assessment upon the teachers and too heavy a financial burden upon the taxpayers is a subject which I leave for your consideration.

Respectfully submitted,

FRIEND WM. RICHARDSON,
Governor of the State of California.
Dated January 21, 1925.

V. STATEMENT BY JOINT COMMITTEE, C. T. A. AND CITY AND COUNTY SUPERINTENDENTS

THERE is no occasion for alarm concerning the public school teachers retirement fund. The fund now shows an invested surplus of over \$2,000,000 as compared with \$271,000 in 1916, and has increased during the last eight years at an average rate of about \$200,000 annually. This rate of increase shows no signs of diminution during recent years.

The report compiled in December, 1924, at the request of the Governor, by a former accountant of the Board of Control now in the employ of the insurance commission, and recently made public does not show a careful analysis of the California retirement plan which differs from that of any other state. It is not supported by any tables or analysis of data, being based upon broad assumptions rather than facts. The accountant has merely made a superficial estimate of the liabilities of the fund as he states in his own report. He could make no accurate estimate inasmuch as data on which an actual investigation can be made, are not available. Former estimates of the failure of this fund have not been borne out by experience. An accountant of the Board of Control made a report in 1916, in which he estimated that the surplus in the fund would be exhausted in 1920 and that the fund would show a deficit of \$1,485,627 in 1925. Against this estimate the fund showed a surplus of over \$2,000,000 on January 1, 1925. His estimate of receipts for 1924 was about 90 per cent below actual receipts and his estimate of expenditures almost 75 per cent too large. The estimate of the actuary made four years ago has

also been discredited and disproved by the experience of the last four years. The failure of these superficial estimates indicates the need for caution in suggesting legislation to change the present retirement plan.

A survey of the reports of the fund convinces us that the fund is in no immediate danger and that precipitate legislation looking toward a change in the retirement plan should be opposed. We shall, however, support any legislation providing for the gathering of data on which a thorough investigation may be based, and will approve an investigation of the fund by a competent actuary chosen by an unbiased commission or by a special joint committee of the legislature. We are opposed to any legislation whatever, looking toward the revision of the California retirement plan until an unbiased investigation has been made.

WILL C. WOOD, Supt. of Public Instruction,
MARK KEPPEL, Pres. California Council of Education,

ARTHUR H. CHAMBERLAIN, Exec. Sec'y
California Teachers' Association,

CHAS. C. HUGHES, City Supt. Sacramento,

WILLIAM J. COOPER, City Supt. Fresno,

F. F. MARTIN, City Supt. Santa Monica,

A. G. ELMORE, County Supt. Stanislaus County,

S. M. CHANEY, County Supt. Glenn County,

GEO. S. BUSH, Dist. Supt. So. Pasadena,

ANSEL S. WILLIAMS, City Supt. Stockton.

PRESIDENT EDWIN R. SNYDER

THE death of Dr. Edwin R. Snyder, president of the State Teachers' College at San Jose, California, removes a distinguished leader from the ranks of nationally known school men. His passing, in the full prime of life, rich in experience, ripe in judgment, kindly and far seeing, brings a sense of real and personal bereavement to his hosts of friends and associates throughout America. Dr. Snyder was a great schoolmaster. A subsequent issue of the Sierra Educational News will pay more adequate homage to his memory.

LUTHER BURBANK'S BIRTHDAY

LUTHER Burbank's birthday is March 7th. Many schools throughout the nation will wish to honor this day with appropriate exercises. The March issue of the Sierra Educational News will be a special Luther Burbank Number, and will be published in time to be of use to teachers. A feature will be "The Story of Luther Burbank," adapted for use as a reading or a language lesson.

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

OUR NATIONAL PRESIDENT MRS. GEORGE WALE San Francisco

THESE gems of ideas from recent addresses of our National president, Mrs. Margaretta Willis Reeve, illustrate the sparkling way that she "puts our case." Her close identification with P. T. A. work covers twenty-five years. Part of this time she served as president of the New Jersey State branch. She speaks of having been present in 1900 when that State branch was organized by Mrs. Theodore Birney, first president of the National Congress of Mothers, and co-founder with Mrs. Phoebe A. Hearst.

The mother who, twenty-five years ago, went out of her home even to join a mothers' club, was a contradiction. She has now learned a great truth, that home is where the child is. Home care and guidance are not confined to the four walls once supposedly limiting home influence, but must follow the child beyond them into the school, and then to that still more powerful educational institution, the school of the street.

Parents Follow Their Children

The parents owe much to the open school-house for the opportunity to see their child as others see him, to be able to recognize the differing relationships, the fresh impressions, the wider range of thought and interest which are enriching his life. In this new life the parent studies the child with the frank admission that never again can he be the same. He is still their child, and that in order to stay with him, they must go forward also, educating themselves in this new science of parenthood.

To the parent-teacher movement the parent owes a knowledge of the teacher. There is as much variety in teachers as there is in parents and children. There is fortunately a vast army of devoted men and women who teach because they love their work and must do it in spite of every obstacle. These educators are welcoming more and more cordially the co-operation of school patrons, as the patrons themselves desire to profit by conference with those who see a side of children which seldom

appears in the home. Through this contact the parent learns the fundamental requirements of a pupil, and awakens to the fact that the greatest result to be secured by home and school co-operation is the scholar who goes to school prepared to be taught. Obedience, thoroughness, concentration, observation, a good vocabulary,—the child bearing these gifts to his teacher ceases to become a problem and has himself become an opportunity.

Co-operation

Parents and teachers are not rival workmen. Parent-power is an advantage which school men and women all over the country have been slow to appreciate. In these classes of student-parents, as parent-teacher associations may well be termed, it is possible to reach the mind and heart of the American citizen. The Parent-Teacher Association is not a group of idle critics seeking out the faults of a system, nor a body of philanthropists supplying to the schools those advantages of equipment which they cannot or will not otherwise procure. It is the greatest known asset of the department of public instruction, in the village and the city, in the state and the nation.

Character Education

Character education which begins in the school, begins six years too late! If the home teachers have not the same ideals of honor, justice, truth, civic righteousness, as the school teacher, what kind of an ideal can we expect of the child who is being educated by such double standards? The taxpayer in the home is wasting his money when he cultivates defects for the school to eradicate. The wise educator will grasp with both hands the opportunity to train the parents of his pupils to be efficient collaborators. Parents are made, not born.

What Parents Can Do

Mrs. Reeve has spoken on "The Contribution of the Parent to Education." The banditry and general lawlessness of the present day she lays to the divorce of the child from the home, of the home from the school, of school from community and the consequent disintegration of the social unit in the life of the child. She affirms that much may be expected from the home, not only in the physical and mental,

but in the moral and religious education of the child. "It may be," she says, that educators will continue to bear these burdens, but let the parents at least honestly admit it is their disgrace if such substitution is allowed." Education has been limited too long in the public mind to youth and the teachers. It must begin with the parents, she declares. Mrs. Reeve struck a comparatively new note in her conclusions that there is need of parental knowledge of physiology and psychology, too, and of parental activity in the field of education. When the energy, time and money now being expended upon the training of "social workers" is at least shared with agencies for the training of parents, educators may hope to see the beginning of an era in which they will be free to devote their trained powers to creative effort. The wise teacher who reads the signs of the times will go half way to meet this dawning comprehension of the true function of the father and the mother. She will draw out not only the latent abilities of the pupils but also the sympathetic interest of the public. The barriers between the home and school will finally disappear, and the contribution of the parent to education will become everywhere what it should be,—the foundation upon which all other experiences of life must rest.

Our national president is aware that the most difficult task today is for an organization to keep true to its purpose. Quoting from her monthly message: The multiplicity of interests, so closely related as at times to seem identical, the offered opportunity to serve this and that forward movement, the well-nigh incessant cry of "Lo, here! Lo, there!" threatens to bewilder us and to cause us to lose sight of the real reason for our existence in these days of over-organization, when of making many societies there is no end, and much joining is a "weariness to the flesh."

As individual members of this great national body we are required to answer personally for its local expression; we cannot shelter ourselves behind the group which we have taken part in forming.

**A MESSAGE
MRS. HUGH BRADFORD,
State President**

WHenever the reasons for the need of the Parent-Teacher Associations are given, we hear of the value of co-operation in problems of home and school. We hear of

the greater interest in educational problems because of the contacts established by teachers and parents. We know that a better understanding of the personalities and environments leads to deeper sympathy. We realize that deeper loyalty to our schools results from our meetings.

What has been said on the other side? The reasons against the P. T. A. might be summed up in three expressions: (1) they are apt to be meddlesome and interfere in school administration; (2) they are a waste of time; (3) they do not reach the right people. It is well to consider these objections.

Not Meddlesome

Experience has shown that the value of the work depends on several things: motive, leadership, co-operation. The unhappy experiences of some communities with "meddlesome" P. T. A.'s has been due probably to misunderstanding of the motives. When an association is to be organized, word is given to an officer of the state or district, and the best organizer obtainable is sent to present the aims and ideals, as they are outlined by our national and state constitutions. These constitutions make clear that in every possible way, we are to support and assist the school administrator, leaving the education in the school to the highly specialized group to whom it has been intrusted. Those who are constantly criticizing are seldom those who are informed. It is only necessary, when a supercritical parent arises, that some one with information set the matter straight. If a community has a meddler it is preferable to have him talk in the school, where he can be set straight, rather than to work unlimited mischief around and about in less informed groups. These meddlesome ones exist—better keep them in sight where they can be watched and reasoned with. Better cool them off in organized groups where calm judgments and the saner minds can predominate.

Not Time Wasters

They're "waste of time"—sometimes! It does happen that some inexperienced leaders do not know how to conduct meetings. Their efforts sometimes seem futile because of lack of direction. What an opportunity it is for one of the efficient teachers to show the way! "They'd think we were dictating," some teachers say, forgetting that membership is membership even if you are a teacher, and if a real teacher, the unfailing tact and understanding necessary to guide children, will not fail then

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CALIFORNIA COUNCIL OF EDUCATION

December 12, 1924

THE California Council of Education met pursuant to call at 9:45 in the Alexandria Hotel Ballroom, Los Angeles, California.

The meeting was called to order by President Mark Keppel. Roll call by Secretary Chamberlain disclosed the presence of the following members:

Bay Section—Miss J. Barrows, Mr. Bachrodt, Miss Arlett, Miss Bonney, Messrs. A. J. Cloud, Roy W. Cloud, Colton, Gridley, Hancock, Helms, Hunter, Lundgren, Martin, Miss Mooney, Mr. Painter, Miss Sherman, Miss Wade, Mr. Wilson.

Central Section—Messrs. Chenoweth, Brainerd, Cooper, Charles Edgecomb, Hubbard, Linn, Miss Richmond, Messrs. Teach and Teal.

Central Coast Section—Miss Gray, Miss Davis.

Northern Section—Mr. Chaney, Mr. Cook, Miss Cravens, Mr. Ferguson, Mr. Hughes, Mrs. Elizabeth Hughes, Mr. Lillard, Mr. Wadsworth.

North Coast Section—Mr. Good, Miss Perry, Mr. H. B. Stewart.

Southern Section—Messrs. Akers, Bettinger, Bush, A. R. Clifton, Crane, Cranston, Dunlevy, Hill, Holbrook, Hunt, Miss Iversen, Miss Jeanette Jacobsen, Mrs. Jones, Mr. Keppel, Mr. Landis, Miss Florence F. Martin, Mr. Mitchell, Mr. Moyes, Miss Newby, Mr. Pope, Mr. Rebok, Mrs. Reynolds, Messrs. Sandifur, Shibley, Paul E. Stewart, Stephens, Stuckey, Vandegrift, Whaley, White, Miss Williamson, Mr. Woodruff, Mrs. Vinnicum.

The minutes of the last meeting were approved, on motion, as printed and sent to members.

Greetings were sent to E. Morris Cox, who was absent because of illness.

Under the head of communications, the Secretary read a letter from Leo H. Shapiro, San Francisco attorney, relative to Credit Unions, and to the desirability of securing legislation in the interest of such organization. Following discussion of Credit Unions by Mr. Dunlevy, the matter was referred to the Committee on Legislation.

Mr. Cornelius Collins was present, and presented to the Council a petition from the Council of the Southern Section, relative to the Teacher Placement work. Petition asked that the State Council turn over to the Council of the Southern Section the activities of the Bureau, now conducted in Los Angeles, as the Southern Section desired to handle this work. The matter was referred, on motion, to the State Council Committee on Teacher Placement with request that a report and recommendation be made later in the day. On suggestion of Mr. Stewart of the Placement Committee, there was added to the committee, for purposes of this

report, Miss Iversen and Miss Mooney. The committee reported later through Chairman Chaney and Secretary David E. Martin, and the report was accepted. The report follows:

PLACEMENT BUREAU

The Placement Bureau Committee of the C. T. A. presents the following for the consideration of the Council:

BE IT RESOLVED, That, for a consideration of One Dollar (\$1.00), receipt of which is hereby acknowledged, the Placement Bureau now being operated in Los Angeles by the California Council of Education be and is hereby leased for the period of one year from January 1, 1925, to the Southern Section of the C. T. A., upon the further following terms, to wit:

1. That equipment and other similar property belonging to the State Association and used in the work of the Placement Bureau in Los Angeles be assigned by inventory, to be made by the State Association for the period of time aforesaid to the Southern Section of the C. T. A., subject to return at the end of that period with reasonable allowance for wear and tear to the State Association.

2. That the Placement Bureau in Los Angeles be operated under the title "Southern Section of the C. T. A. Placement Bureau."

3. That no restrictions be placed upon the Placement Bureau in Los Angeles as to the territory to be served, since there are no such restrictions on the Bureau operated by the State Association.

4. That at the conclusion of the period of time aforementioned, a complete report be rendered to the California Council of Education by the Southern Section with respect to the management of said Placement Bureau in Los Angeles.

5. That whereas, after canvassing the present situation, your committee is unanimously of the opinion that said situation has come about largely through an inadequate or insufficient understanding of the relations that should exist between various Sections and the State Association; therefore, your committee finally recommends appointment by the Chair of a committee of seven, two of whom shall be from the Southern Section and one from each of the other Sections, whose duty it shall be to study this question and report their recommendations to the Council at the December, 1925, meeting. And that the Board of Directors be requested to make provision to finance the work of this committee in an amount not to exceed five hundred dollars.

(Signed): S. M. CHANEY, Chairman.
DAVID E. MARTIN, Secretary.

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FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

California's Diamond Jubilee

THE ninth day of September, 1925, will mark the seventy-fifth anniversary of the admission of California into the Union. It is fitting and proper that the people of California, and particularly the school children of the state, should observe this anniversary. No better opportunity could be afforded for impressing upon the minds of Californians, whether native children or immigrants, the stirring events of the early days and for inculcating appreciation of the devotion and hardihood of the men and women who founded this state. Our young people should learn that the pioneers who founded California were quite as brave and hardy as the Pilgrim Fathers who founded New England. It took as much bravery to cross the plains or the Isthmus of Panama coming to California in 1849 as it did to cross the Atlantic in 1620. The spirit of the men who established and maintained law and order in this state, even before the establishment of organized government is worthy of recognition.

I therefore suggest that the work of the schools for 1925 shall be so organized as to stress the history of California, particularly the history of the state from the date of American occupation. Every community in the state has a history which can furnish a motive for school work. Classes in history may direct some of their time to the collection of materials dealing with the early days. The biographies of such men as Jedediah Smith, John C. Fremont, Josiah Gregg, William Lewis Manley, John Bidwell, John Sutter and James Marshall may be made the subjects of compositions. The writings of Mark Twain, Bret Harte, Joaquin Miller, Edwin Markham, Ina Coolbrith, Charles Warren Stoddard and others may be drawn upon for materials to be used in reading and literature. In the high schools the work of the year may be made to culminate in a pageant depicting the early days of the state. I request that superintendents and principals bring the matter to the attention of their teachers so they may plan to give fitting recognition to this important anniversary in the history of California.

WILL C. WOOD.

Standard School Chart

DEAR Editor:

This office is planning to establish a "Standard School" chart. At present it is gathering materials and opinions. All school people are earnestly requested to respond.

Very truly yours,

WILL C. WOOD,
Superintendent of Public Instruction.

By SAM H. COHN,
Deputy Superintendent.

Professional Interest

DEAR Mr. Chamberlain:

You will be interested to know that forty-nine of the fifty teachers of Alexander Hamilton Junior High School are members of the National Education Association; that all are members of the C. T. A. Bay Section, and that all are members of the Oakland Teachers' Association; that all of the men are members of the East Bay School Men's Association, and all the women, except two, are members of the Oakland School Women's Association.

It is my opinion that this is a splendid record for a school of fifty teachers, and that if such a record can be accomplished in a school of this size, it seems that a larger per cent of the teachers of the state could and should be members of every Teachers' Association in the state.

Yours very truly,

L. P. FARRIS,
Alexander Hamilton Junior High School,
Oakland.

East Alameda County

MY Dear Mr. Chamberlain:

Replying to your inquiry, have you any record of the "East Alameda County Teachers' Association" organized two and one-half years ago? This year I am its president; Miss Lois Schafer, Livermore Grammar School, its secretary-treasurer. The Association was organized in 1922. It has a membership of about fifty teachers. This year we plan a series of six meetings held alternately in Livermore and Pleasanton excepting the last which is to be a picnic reunion at Sunol. The speakers at our meetings will usually be University Extension men and women. The meetings arranged by the association are open to the community.

Sincerely yours,
HERBERT LEE,
Principal, Livermore Union High School.

Committee on Affiliation

STANDARDS for admission to the University of California were the subject of a session of the Affiliation Committee of the University and the High Schools on December 19. The committee met at the University and gave extended study to statistics prepared by Mr. Hill of Ontario, by Dr. Thompson of Alameda, by Captain Brunton of Fresno and by Mr. Heron, Assistant State Superintendent of Public Instruction on the relations between high school preparation, general intelligence, and college success. A college preparatory program includ-

ing twelve academic units, presented by the University for consideration, was discussed at length.

It was explained that the University authorities desired to have the question of academic subject matter in the high school program for prospective college students seriously investigated with a view to securing the highest reasonable admission standards. The general tone of the discussion was friendly and co-operative on the part of all participating, it being apparent that any action to be taken—none has as yet been taken—could be based only upon frank discussions and clearly reached conclusions. There was general agreement that the present emphasis upon scholarship as a requisite for recommendation to the University, is producing good results.

Members of the committee present were: A. C. Olney, chairman; B. M. Woods, T. M. Putnam, Clarence Paschall, Merton Hill, Delbert Bruton, Geo. C. Thompson, A. E. Wilson. Absent: E. C. Moore. Others in attendance: W. M. Hart, Monroe E. Deutsch, O. M. Washburn, J. H. Hildebrand, E. A. Lee, W. L. Glascock, J. P. Nourse, C. E. Keyes, L. E. Blummer, Elkinson, A. R. Héron. The members of the Conference were guests of President W. W. Campbell at luncheon at the Faculty Club.

A. C. OLNEY, Chairman,
Commissioner of Secondary Schools.
B. M. WOODS,
University Representative in
Educational Relations.

Teachers' Pensions

DEAR Sir:

Replying to your inquiry, at the November election, the people of San Francisco, by an overwhelming vote, approved a Charter Amendment, authorizing the Board of Supervisors to take the necessary steps for admitting the public school teachers to the privileges of the Municipal Pension on a basis of the proportion of the pay of the teachers provided locally; that is, the pension would be proportionate to about 68 per cent of the salary of the teachers since it is that part that is provided by local taxation. It will be necessary for the legislature to approve this amendment to our Charter before the Board of Supervisors could go forward in carrying out the purposes of the amendment.

Very truly yours,
J. M. GWINN,
Superintendent of Schools.

World Federation of Education Associations

DEAR Sir:

You will be pleased to know that all indications point to a great meeting in Scotland this summer. The World Conference at San Francisco was the great advertiser and now there is tremendous interest. We will send you information from time to time.

With all the kindly greetings of the season,
I am,

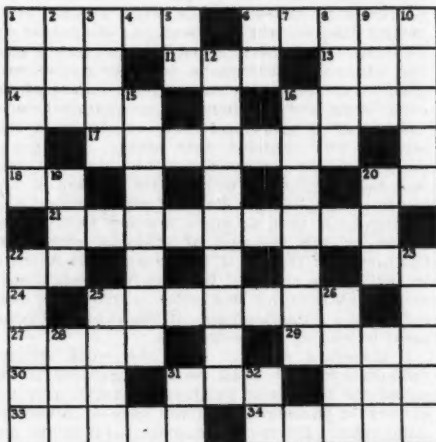
Sincerely yours,
AUGUSTUS THOMAS,
President World Federation of
Educational Associations.

A Crossword Puzzle

DEAR Sir:

Since adults and youth are working crossword puzzles, why not turn them to pedagogical account? I inclose one composed by Mr. Kalenborn for use in our world-history course. We donate it to the cause and hope others will be stimulated to similar effort.

Yours very truly,
ANNA W. NEFF,
Head of History Dept.
Sequoia Union High School
Redwood City.



Horizontal

1. A leader of the Swedes in the 9th century.
6. Protecting barriers around medieval castles.
11. Opposite of close (poetical).
13. A Southern general in the Civil War (U. S.)
14. One member of a Russian tribe.
16. First word in Caesar's famous expression.
17. One who rejects the Christian faith.
18. A conjunction.
20. Abbreviation meaning "that is."
21. An imposer—obsolete.
22. Egyptian sun god.
24. Exclamation.
25. The invaders of the Roman Empire.
27. One of the metric race.
29. Harbor in the Samoan Islands.
30. First three letters of a mathematical science.
31. A mans name.
33. A direction.
34. A sacred city.

Vertical

1. A Viking chieftian.
2. An American Indian tribe.
3. A senior girls name.
4. A personal pronoun.

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EDUCATIONAL LITERATURE

The Manual Arts

A BEAUTIFUL little booklet is being distributed by Mr. Charles A. Bennett, of the Manual Arts Press, and containing an excerpt from Rousseau's "Emilius and Sophia," published in London, 1763. This famous book caused its author to flee for his life from France to Switzerland soon after the first edition was published.

"I would not have him learn a trade," he wrote Rousseau, "merely for the sake of knowing how to exercise it, but that he may overcome the prejudices usually conceived against it; * * * stoop to the situation of an artisan that you may raise it above your own. To make fortune subservient to your will, you must begin by rendering yourself independent * * * I do not advise you to acquire a talent, but a trade; a mechanical art, in the exercise of which the hands are more employed than the head; an art by which you will never get a fortune, but may be enabled to live without one."

Albany Sets Pace

THE Chamber of Commerce of Albany, New York, has done something unique, unexcelled, and wholly commendable. Through its education committee it has prepared and widely distributed a beautiful ninety-page book on "Education in Albany: An Opportunity and a Business." No other Chamber of Commerce, to our knowledge, has made a similar presentation of the educational system of its city. Albany has set a pace.

The profusely illustrated and handsomely printed book presents a complete synopsis of Albany's schools, from lowest to highest, least to greatest. It emphasizes the business side of education, showing many aspects of school finance and expenditures. It demonstrates effectively to the world at large that Albany has a very highly developed educational system, the advantages of which new residents may enjoy.

"The almost universal interest in matters pertaining to education is the best augury for the future of education," declares Dr. William Mansfield, chairman of the education committee in this city and the nation."

The combined capital of Albany's 380 industries amounts to 39.5 million dollars. The total investment in schools, all classes, is 13.3 million dollars. Thus one-third as much capital is invested in education as in all other industries. Education surpasses, both in investment and in the amount of its payroll, any other single enterprise. The Roman Catholic parochial elementary schools represent \$2,181,000 investment; the public elementary schools represent \$3,189,000. There are twenty-six parochial schools and twenty-nine public schools.

The average annual expenditure of non-residents, who are students in Albany higher and professional schools, is carefully estimated to be

\$750. The total money value of the schools to Albany business men is about 5.5 million dollars; twelve times the amount spent for fire or police and over five times the amount for education. "Education pays" the business man as well as the student.

"Education is the great constructive force in the world," says the Albany Chamber of Commerce. Other cities can well follow Albany's progressive example.

Making Knowledge Human

G. P. Cahoon, Stockton High School, Stockton, California.

THE recent public interest accorded to some of the theories and facts of science has brought out a number of articles and books upon different phases of this subject. The spirited differences of opinion which have been exhibited concerning scientific knowledge, has called public attention to the importance of accurate popularized scientific information. A very readable book "The Humanizing of Knowledge," by James Harvey Robinson; Geo. H. Doran Company, 1923, discusses the problem which has been created by,—(1) specialization, and (2) the mistakes concerning the lay attitude toward scientific knowledge.

In the opening chapter, the author discusses the general indifference to scientific truth, and shows that "mankind has until very recently been nurtured in the main on beliefs that were not submitted to any rigorous test of scientific or historical criticism, and which for the most part would not have been able to withstand careful scrutiny." The scientist, by the very nature of his aims and methods, has gradually been responsible for bringing about a "de-humanizing" of scientific knowledge.

Three historical tendencies are cited as contributing toward making scientific discovery a matter of general concern. These are summarized as follows: "(1) Modern scientific research, in spite of its professed aloofness and disregard of human feelings and motives, has succeeded in unfolding to our gaze so new a world in its origin, development, workings and possibilities of control in the interests of human welfare, that practically all of the older poetic and religious ideas have to be fundamentally revised or re-interpreted.

"(2) Scientific knowledge, ingeniously applied and utilized by inventors and engineers has, with the assistance of business men and financiers, metamorphosed our environment and our relations with our fellow men.

"(3) Lastly, our notions of our own nature are being so altered that should we discreetly apply our increasing knowledge of the workings of the mind and the feelings, a far more successful technique might finally emerge for the regulation of the emotions than any that has

hitherto been suggested. This is at least an exhilarating hope."

There is a great need for a new type of "wonderer and pointer-out" who can indicate to people indifferent to science and susceptible to belief and prejudice, a way to better and greater results.

The controversy concerning evolution is satisfactorily treated in a short chapter on the "Present Organized Opposition to the Scientific View of Man's Place in the Natural Order." Not only is man's body considered in its relation to animal predecessors, but his mind also. Professor Robinson reiterates the theme of his preceding book, that the mind is still in the making, and holds that "a historical consideration of human intelligence, taking into account its animal and prehistoric foundations, its development in historic times, and the decisive childhood experiences through which each of us individually must pass—all these combine to reveal previously neglected elements in our minds and untold possibilities in their future growth."

One of the greatest obstacles to the spreading of scientific knowledge, according to Robinson, is a general adherence to the old ledge of it. This "current hostility to a scientific attitude of mind" is evident not only in religious beliefs but in many other traditional beliefs made strong because of their "familiarity, antiquity, sanctity, nobility, goodness or general term of 'lore' as contrasted with science. Among these are mentioned traditional ideas of morality, patriotism, private property, the state, the family, war, politics, education, etc. "Education ought to be largely devoted to the issues upon which the young as they grow up should be in a position to form an intelligent opinion. They should understand that scientific advance has greatly altered, and promises still further to alter, our environment and our notions of ourselves and possibly the expediency of existing moral, social and industrial standards. We should have a dynamic education to fit a dynamic world. The world should not be presented to students as happily standardized but as urgently demanding readjustment."

The problem of "humanizing knowledge" so that we may take advantage of the wealth of scientific material to the end of leading more useful and intelligent lives, and dealing more wisely with new problems is considered by Robinson the "supreme problem of the age," with which "no one can hope to do more than to make modest contributions to its solution."

The difficulties, and their effects, of this problem are very ably treated. The undesirable results which have occurred as the outcome of "transplanting into our educational system the technical divisions of scientific research," such as history, economics, physics, chemistry, etc., are particularly forcefully presented.

Dr. Robinson suggests that there are two phases to this problem of "humanizing knowledge": how it is to be presented in the various types of schools for the most desirable and permanent results; and how it is to be popularized and spread among the people in general. The ordinary traditional text comes in for a

much deserved criticism, as well as certain methods and aims of teaching.

In the final chapter on "How is scientific knowledge to be democratized?" the author gives a number of constructive suggestions as to how the "humanizing of knowledge" can be brought about. These have to do particularly with a consideration of the disseminating of knowledge for the general public by means of books and articles. Dr. Robinson thinks that most present day books are not only too hard, but too long. He recommends the issuing of a series of "good little books" convenient in size and price, written accurately but popularly to cover the various fields of development and interests which men have. He is, however, cognizant of the problems of writing and publication which this would entail.

The author has "practiced what he has preached" in his presentation, and has produced a book which has proven interesting and thought-provoking to the educator, scientist and layman.

Teaching: A Business. By Marion Greenberg Kirkpatrick. 202 p. Little Brown & Company. 1924.

Kirkpatrick, well known as the author of "The Rural Schools from Within," has here brought together practical suggestions as to school management. The chapters are short, intimate, conversational and felicitous. He touches upon many themes from bachelors and happiness to notebooks and patriotism. "The true teachers," states Kirkpatrick in his foreword, "are those who have the spirit that craves not emoluments of money, nor of honor, but an increased wealth of knowledge and moral power." His concluding chapter is entitled, "Teaching, a Life Work."

Junior Music. Edited by Eldridge W. Newton. 256 p. Il. Ginn & Company. 1924. \$1.44.

This volume is an admirable member of the "Music Education Series," prepared by Thaddeus P. Gibbings, Will Erhart and Ralph L. Baldwin. It comprises nearly 300 songs adapted for junior high school use. The collection is rich and diversified, with a wide range of themes. There are several full-page portrait plates of great composers. Folk-songs are well represented, as well as suitable selections from the great classic composers.

Laboratory Manual. By Carl Wm. Gray and Claude W. Sandifur. 137 p. Il. Houghton Mifflin Company. 1924. 92c.

This manual is designed to accompany Gray, Sandifur and Hanna's "Fundamentals of Chemistry." It is a product of the Hollywood High School, Los Angeles, and has many commendable features. The recitation work is grouped around the laboratory experiments. A small amount of qualitative analysis is provided. Many of the experiments are directly related to the problems of daily life. Some have a bit of humor. For example, exercise No. 37 outlines the analysis of a patent medicine for the alcoholic content.

Recreation Songs for Junior High Schools. By Churchill-Grindell. 80 p.; paper covers; published and for sale by the authors, Churchill-Grindell Company, Platteville, Wisconsin; 1924; 50 cents.

"The primary object of this book" according to the authors, "is to make the chorus practice a most pleasant recreation period." There are 23 excellent songs, well adapted to the junior high school group. Some of the noteworthy titles are,—Song of the Lonely Wind, Southern Twilight Song, Skating Song, Gipsy Dance, Christmas and Mother's Day. Mechanically, the book is weakly bound, and will not stand rough handling.

The Giant Sequoia. By Rodney Sydes Ellsworth. J. D. Berger, Oakland, California. pp. 167. Price, cloth, \$2.00.

This is an account of the history and characteristics of the Big Trees of California. The book is divided into three parts. Part one, Sequoias of Yesterday and Today; part two, Giant Sequoias of the Mariposa Grove; part three, Naming of the Sequoia.

The book is a real contribution to the literature of the Big Trees. It is written by one thoroughly familiar with the various big tree groves and the material is so presented as to be highly interesting as well as instructive. The author aims not only to reach the popular mind but to emphasize the scientific aspects of the subject.

The chapter on Galen Clark, the first white man to discover the Big Trees, is most illuminating. Throughout the book there are numerous full-page illustrations of trees in the various groves.

There is a bibliography that adds much to the value of the book.

Educational Tests and Measurements. By Monroe, DeVoss, and Kelly. New and revised edition. 548 p. il. Houghton Mifflin Company. 1924. \$2.40.

A complete rewriting of the text and the preparation of new chapter bibliographies has been necessitated by the rapid progress in the field of educational measurements since the first edition of this widely-known text.

This book presents a clear and simple statement, says Professor Cubberley, editor of the series, of the nature of the different tests, their use, their reliability, the best standard scores so far arrived at, and tells how to diagnose the results and apply remedial instruction. To make their work of the largest possible usefulness to normal-school students, teachers, and principals of schools, the authors have written in language so simple and untechnical that the average grade teacher can read the book and understand it.

In addition, to give still larger value to the book, they have included a number of chapters dealing with the construction of tests, testing programs, the meaning of scores, the improvement of examinations, and the use of the standardized tests in the work of school supervision.

The authors have used their space in explaining to teachers and school officers the nature of the tests, telling how to give and score them, what standings the pupils should attain in their use, and presenting a rather full description as to the significance of the results

obtained and how to remedy the defective conditions which the use of the tests reveals.

The Botany of Crop Plants. By Wilfred W. Robbins. Second edition, with 263 ill.; 674 p.; P. Blakiston's Sons & Co.; 1924.

This commendable text and reference book, from the pen of Professor Robbins, University of California, is brought up to date in the second edition. It is in line with the growing tendency, wherever botany is taught, to make abundant use of crop plants as objects of study. The 263 illustrations are uniformly excellent. It is such books as Robbins' that help to bring the rich world of nature into the understanding, not only of agricultural students, but to all our young people.

In Storeland. By Margaret E. Wells and H. Mary Cushman. Book One. Clothing and Notions. 200 p.; il.; Silver Burdett and Company; 1924.

The pleasant little reader is part of the growing movement to provide good modern reading of an informational and factual character. It is a painless approach to industrial affairs, via the store and counter. The stories are well told, and aided by numerous good illustrations. In his preface, Professor Hosc aptly points out that many teachers "will be quick to see in this book possibilities for class activities at once delightful and profitable."

Churchill-Grindell Song Book No. VI. By F. F. Churchill and Mrs. Clara Grindell; 56 p. paper covers; Churchill-Grindell Company, Platteville, Wisconsin, 1924; 45 cents.

The series comprises Books One to Six, and covers the primary and intermediate grades. The selections have been made with sympathy and imagination. These songs add to the joy of child life. The present volume includes such titles as,—Little Cobbler, Indian War Dance, Moon Lady's Party, Chinese Boy. There are thirty-eight songs in the book, and they have much charm.

Outlines of Economic Zoology. By Albert M. Reese. Second edition; 318 p.; 194 ill.; P. Blakiston's Sons & Co. 1924.

Professor Reese, of West Virginia University has brought up to date his admirable Outlines, which have had wide usage as a college text and as a source book for collateral reading. The treatment of the pathogenic protozoa is good, as is also the section on rats and mice. These sections are cited as examples from a book that is crisp, accurate, and meaty throughout. Reese's book should be in all high school and general libraries, as well as in colleges.

Essentials of Sewing. By Rosamond C. Cook. 238 p. il.; Manual Arts Press; 1924; \$1.40.

There are two categories of home economics tests,—(a) Those concerned mainly with theoretical aspects of the subject; (b) those emphasizing practical work and technique. Emphatically to the latter class belongs Miss Cook's direct and explicit manual. The numerous illustrations supplement the text instructions in a straightforward way. It is a real working book. Miss Cook was formerly associate professor, home economics, Iowa State College.

Picture-Story Reading Lessons. Series I. By Nila B. Smith, under direction of Stuart A. Courtis. World Book Company, 1924.

Detroit makes another significant offering to the school world in this unique series of illustrated reading lessons. The materials comprise,—lesson pad, story book, dictionary, container, labels, teachers' manual,—a novel and provocative array. An examination set costs \$1.80 and includes material for one pupil and the teacher. The Picture-Story Reading Lessons, Series I, are materials by which a child learns to read by engaging in an interesting activity, for which it is necessary that he follow printed directions. This interesting activity is the building of pictures.

The lessons, Series I, are for entering first-grade children. They may be used by any child who has attained a mental age of about six years. It is not assumed that the pupil beginning the use of this material has any reading knowledge whatever. The material will last the average child the first half of the first grade. Then he is able to read an ordinary primer and can read from three to twenty books during the remainder of the first year.

The idea is one that has been held by Mr. Courtis for many years. It is the idea that has made the Courtis standard practice tests in arithmetic such a marked success. It is an idea that all progressive educators appreciate and strive to put into practice—the idea of getting the child to teach himself by placing before him an opportunity to engage in a fascinating activity the pursuit of which depends upon his acquiring new knowledge and habits.

Biennial Survey of Education, 1920-1922. U. S. Bureau of Education in 2 vols. Vol. 1. 773 p.; 11. Government Printing Office, 1924.

Thirty solid, meaty chapters comprise volume one of this compendious survey. Every major phase of American education is treated in an authoritative manner, by recognized leaders. The chapters on parent-teacher associations, educational journalism, and kindergarten education may be cited as of special interest among a host of good chapters. The survey of public school finance in the United States, by Fletcher Harper Swift, which is the initial chapter, will be of particular interest to administrators. The biennial survey is a service of inestimable value to the school people and general public of America. It makes essential facts quickly available.

A Handbook of American Private Schools. An Annual Survey. By Porter Sargent. 1055 p., 11. Published by the Author, 11 Beacon Street, Boston. 1924.

The Sargent Handbooks to Private Schools, New England, Summer Camps, Boston, etc., are well known. They are cyclopedic, restrained, and invaluable.

If education merely packs the brain with facts and does not care for the "great improvement of the soul," it fails most miserably.—Manchester, England, Guardian.

We and Our Health. Book Two. By E. George Payne. Profusely illustrated by Mabel Latham Jones. 133 p. American Viewpoint Society. 1924. \$1.35.

In the Sierra Educational News for October, 1924 (Vol. 20, p. 580), Book One of this admirable series was noted. Book Two is a handsome second child of this well-organized family.

Sweeping through the educational world, is a new conception of health instruction. In contrast to the old and rapidly disappearing point of view which centered itself largely upon instruction merely in physiology and hygiene, the new thought emphasizes all aspects of health, physical, mental, social and moral, both in relation to the individual and the community, and calls for the carrying out of a program of positive, constructive health building. To this end emphasis is first laid on the formation of individual health habits, then on the development of a personal and community health consciousness and conscience, and finally, in the high school, on the science of health.

"We and Our Health" expresses this new point of view. It has evolved out of the expressions of thousands of educators throughout the country of a need for books of this kind. "We and Our Health" is directly in line with the combined report of the National Education Association and the American Medical Association on the subject of Health Instruction. Right from the beginning the child is influenced by the stimulating appeal of these books. The trend of thought commencing with the first page is constantly directed toward healthful ways of living, of thinking, of working, of playing (the aim being by word, by illustration, by the very make-up of the books themselves, to implant the health ideal and idea.

Short Plays from American History and Literature. For classroom use. By Olive M. Price. 245 p. Samuel French, New York City. 1925. \$1.75.

Dr. William M. Davidson, Pittsburgh School Superintendent, has written a worthy preface to this admirable group of schoolhouse plays. New England witchcraft, Pocahontas and John Smith, Mount Vernon, Evangeline, Hiawatha, Commencement, Americanization, are the motifs ably dramatized. Auspicious, indeed, is the growing use of dramatic materials in the classroom. The drama is as important as arithmetic.

Food Facts for Every Day. By Florence E. Winchell. 107 p., 60 11. J. B. Lippincott Company. 1924.

An excellent, handy book is this, for upper elementary and junior high school boys and girls, by the head of the Home Economics Department, Albany State Teachers' College. It is one of the "Unit Books," of which Professor Benjamin R. Andrews, of Columbia University, is editor. The many illustrations and tables have been skillfully chosen. There is a good test among the appendices. Such books as Miss Winchell's are a boon. Until humanity has learned how to properly feed itself and its progeny, it cannot hope to do many other things properly. Many revolutions have begun in malnutrition.

Forty-Minute Plays from Shakespeare. By Fred G. Barker. 395 p., il. Macmillan. 1924.

Professor Barker, of the University of Utah, has here given twelve short plays as a broad and enjoyable introduction to Shakespeare. The abridgements have been made skilfully, not touching memory gems and familiar lines, but by omitting difficult Elizabethan expressions. The omissions have greatly shortened the dialogue and quickened the action. The book includes a most practical and helpful section on the dramatic presentation of the plays.

This volume, of the Modern Readers' Series, will be welcomed in high school English departments, and by all who are interested in introducing young people to the peer of English letters.

A Kentucky Cardinal, and Aftermath. By James Lane Allen. Edited for school use by Jane C. Tunnell. 268 p., il. Macmillan. 1924.

The vanished or vanishing social types of Kentucky pioneer and antebellum days have been caught and felicitously pictured by Allen. His charming stories are widely known. Miss Tunnell of the Chicago Hyde Park High School, has acceptably edited two of Allen's best tales, for the Modern Readers Series. The book is an attractive addition to school libraries.

Industrial Geography. By Ray Hughes Whitbeck. 608 p., il. American Book Company. 1924. \$1.72.

"WHY" is the outstanding feature of this new book for high schools. Professor Whitbeck succeeds admirably in keeping his readers in an inquiring frame of mind by telling and explaining just enough to stimulate their imaginations and arouse their reasoning powers. The book might well be called a general commercial geography, dealing with the important industries of the world. The first half of the book discusses the commercial and industrial projects of the United States and its colonies, and the second half takes up the industries of the rest of the world.

Statistical tables and data are notably lacking except in cases where they are used for comparative purposes. Statistics which are given, however, are the latest which could be obtained. One hundred thirty-seven pictures of general interest, 146 colored maps showing comparative values of products of world countries, 5 colored maps, and 83 comparative figures give important facts in a graphic and understandable way.

Wise discrimination has been used by the author in choosing essential and fundamental facts from the plethora of material which he had to use.

Reading Blueprints. By James K. Shallenberger. 59 p., il. Manual Arts Press. 1924. 85 cents.

Machinists and pattern-makers, and all those who are learning to read drawings that have been made by some one else, are the persons for whom this handy book has been prepared. Night school teachers will find it useful, as no knowledge of mechanical drawing is presupposed. It is a practical book, for the actual shop workman.

Africa. By Frank G. Carpenter. 397 p., il. American Book Company. 1924.

Carpenter's Geographical Readers have become a "staple" throughout the schools of America. In preparing this new and revised series, Mr. Carpenter has traveled more than 150,000 miles in foreign lands. He has extended his former travels in Africa by about 25,000 miles, making his several journeys practically along the route followed in this imaginary tour with the children. His new "Africa" is replete with facts, stuffed with them, crisp and up-to-date. It is to be regretted, however, that there is not more interpretation and less encyclopedic material. Children should be made conscious of the great fundamental unity of humanity, of Mankind as an organic whole, marching on toward Destiny rather than having their attention focused wholly upon trivial tribal ways and customs. The youth of today, looking at the world, are asking, "What is the meaning of all this?"

The Education of the Consumer. A study in Curriculum Material. By Henry Harap. 370 p. Macmillan 1924.

What are the objectives of education for American economic life with special reference to consumption? This is the specific aim of Harap's study. It has grown out of an attempt to make a curriculum for effective living. It is frankly designed for curriculum-constructors. Chapter I outlines Harap's proposed method of curriculum-making, emphasizes its co-operative nature, and shows the difference between his and other curriculum studies. Succeeding chapters deal with food, housing, household materials, household skills, fuel, clothing, and objectives arranged by subjects. It is a manual for the consumer, a reference book for the home. It assembles, quite compactly and in quite a new way, a great range of data that consumers need to know, in school days or later.

Devices and Diversions. By Alhambra G. Deming. 216 p., il. Beckley-Cardy Company, Chicago, 1924. \$1.20.

This handy book for teachers, for vitalizing teaching in intermediate and grammar grades, is written by the principal of the Washington School, Winona, Minn. "I have some sense of the sacred duty of surprise," G. K. Chesterton has said, "and the need of seeing the old road as a new road." The device, diversion, game, story, project, socialized recitation, if intelligently used, give new life to any teaching. Miss Alhambra Deming advocates more of the play spirit in elementary teaching. She has written nonsense rhymes and animal stories, games and rhymes for language teaching, primary language stories, number stories, etc.

The teacher who has the wisdom to sugar-coat the doses of instruction which she must perforce administer for the mental health of the child, says Miss Deming, shows the same knowledge of human nature as did the wise old physician. The reviewer, however, is tempted to ask, Is true education intrinsically "painful?" Does education need frosting, or does the cook need a new recipe? Alhambra Deming's book, however, is good and useful.

The Education of Handicapped Children. By J. E. Wallace Wallin. 408 p. il. Houghton Mifflin Company. 1924. \$2.25.

One of the Riverside Textbooks in Education, of which Professor Elwood P. Cubberley, of Stanford University, is editor. It will appeal to teachers and supervisors of special classes; to clinical psychologists and all educators who examine children with reference to making proper assignments to special classes; to instructors in normal schools, colleges, and universities offering courses on mentally and physically handicapped children or clinical psychology; and to psychiatrists and social workers.

The author of this book is professor of clinical psychology, Miami University. He has been continuously engaged for a decade and a half in the examination, in schools, courts, and institutions, of all types of handicapped children. He has organized and directed various kinds of special classes in public schools, and has done much original work in the training of special-class teachers. Thus his book is the product of actual experience, not of academic theorizing, and provides a reliable guide for the organization and administration of special classes of every sort. A wealth of information drawn from this experience, and from practical applications and matured conclusions, is here clearly and logically presented. The aim has been to make the treatment as simple and non-technical as possible, without sacrificing scientific accuracy.

The book presents an authoritative statement of the technical requirements for the successful organization of special classes for children who are mentally retarded, delinquent, speech defective, crippled, deaf, blind, hard of hearing, or semisighted. It contains a lucid discussion of the theories, definition, and social consequences of mental deficiency, and the ultimate aims of constructive work in behalf of the mentally defective. Four chapters are devoted to the consideration of the special class for mental deficient, its organization, objectives, conditions of successful administration, methods of instruction, curriculum, and the qualifications of the teachers. There is a brief survey of the history of the care and the training of handicapped children in institutions and public schools.

The appendix contains a conspectus on the classification of mentally deficient children from the causative, clinical, psychological, educational, and social points of view.

The value of the book is enhanced by about a score of figures and drawings, and selected references for further reading.

Machine Drawing Problems. By Edward Berg and George Elleson. 148 p. il. Manual Arts Press. 1924. \$1.60.

A text and problem book involving a study of fundamental elements of machine construction, and practice in the conventional representation of machine parts, by two Milwaukee instructors in mechanical drawing. Each problem is presented in the form of a specification sheet and a layout sheet. The problems are arranged in four groups—machine fastenings, power transmission appliances, motion controlling devices, small machines. The arrangement of the text and plates is clear, logical, teachable.

Problems in Architectural Drawing. By Franklin G. Elwood. 131 p., many ils. and plates. Manual Arts Press. 1924. \$2.25.

A textbook and problem book for beginners, from the pen of the head of the Department of Architectural and Mechanical Drawing, Mooseheart, Illinois, is this handsome volume. Professor Elwood is also the author of "Architectural Drawing Plates." The "Problems" does not cover architectural perspective, shades and shadows, architectural rendering, nor the orders of architectural, as these are left to an advanced course. All of the problems are practical, buildable projects, involving standard forms of construction.

The History of the United States. By Williams Backus Guiteau. 736 p., il. Houghton Mifflin. 1924. \$1.35.

Among a multiplicity of high school texts dealing with United States history, Guiteau's work has very high rank. The material is excellently organized around central themes. The characterizations of great Americans are crisp and vivid. European backgrounds are treated with clarity and sympathy. Social and industrial conditions are given a rightfully important place, as is also the orderly evolution of our government, as it has passed through successive transitions. The wars are treated with fairness and conservatism.

The influence of women upon American life is faithfully portrayed. The latter chapters outline the modern age of big business and American imperialism. The book concludes with the statement that America can best serve humanity by remaining "free, independent, powerful."

STATE BOARD OF EDUCATION

Items of Public Interest From Proceedings, January 12-17, 1925

THE State Board of Education met in regular quarterly session in Sacramento, California, January 12, 1925.

Commercial Subjects

Mr. A. C. Olney, Commissioner of Secondary Schools, reported that the resolution adopted by the board at the June, 1924, meeting that "after July 1, 1925, the board will approve no high school course which allows credit toward high school graduation for elementary school subjects including penmanship, spelling and commercial arithmetic as regularly organized courses; provided that credit may be given for courses in these subjects if they are of high school grade," had caused considerable objection from the commercial teachers. It was the decision of the board that since the resolution was in accordance with law, no change could be made and that the commercial departments in the high schools would have to work out some plan to meet the requirements.

Junior High Schools

Mr. Olney reported that there is increasing interest in the junior high school. He stated that a bill is now being drawn, which, if passed by the 1925 legislature, will facilitate the consolidation of elementary and high school districts and encourage the formation of junior high schools. He also stated that this is in line with the suggestions in his last biennial report,

and that its purpose is to eliminate many of the wasteful features of the present system and to make a more closely articulated system of schools than is the present one.

Mr. Olney reported that in some cities the junior high schools are only the grouping together of the 7th, 8th and 9th grades with the old courses of study. Mr. Olney was instructed to address a letter to the principals of those junior high schools calling their attention to the fact that they are evading the law and that at the next fiscal year they will be required to conform to the law of the junior high school.

Special Certificates

The board voted that the list of institutions accredited for special certification be abolished and that after July 1, 1925, all candidates for special certificates shall be required to make application to the State Board of Education.

It was brought to the board's attention that there is a duplication of field service by the supervisor of agriculture and the extension division of the University of California. The president and chairman of the vocational education committee were requested to take up this matter with the proper university authorities.

Joint Conference

The date of the joint annual conference of the State Board of Education and the State Teachers' College presidents was set for Wednesday, April 1, 1925.

In answer to an inquiry, the secretary was directed to inform the Oakland school department that the "Outline for Study of Civics" prepared by Mrs. Grace C. Stanley, Commissioner of Elementary Schools, is to be considered as supplementary material and not as a textbook.

A letter was received from Dr. W. W. Goodrich of San Joaquin, California, protesting against statements in the "History of the American People," by Willis Mason West. He urged that this book be discarded as a text. The secretary was instructed to reply to Dr. Goodrich that under the ruling of the Attorney-General it is impossible for the board to remove from the schools any text until the period of the text has expired and that the board feels disposed to give the matter consideration when the text comes up for readoption.

High School Directory

The Board voted that copies of the Directory of Secondary Schools shall be supplied free to county and city-superintendents of schools, high school principals and certain officials in the universities and teachers' colleges, but that a price of \$2.00 a copy shall be charged other people desiring copies.

Mr. Nicholas Ricciardi, Commissioner of Vocational Education, reported on his visit to vocational schools in the east; he recommended legislation providing for the establishment of separate vocational schools and presented a draft of a bill covering the matter. The board approved the bill as drafted by Commissioner Ricciardi, it being understood that the bill will carry no appropriation.

In response to a request from Superintendent Wood, the board authorized the printing of the

following announcement on the envelopes to be used by the state department of education until July, 1925: "International Kindergarten Union Convention, Los Angeles, California, July 8-11, 1925."

The report of the committee of the nine accredited universities and colleges of California on the subject of the teaching of evolution in the high schools of the state was duly presented. Consideration of the report was postponed until the April meeting of the board.

The recommendation of the Commission of Credentials that the holder of a School Administration Credential shall be authorized to engage in general school supervision, but shall not be authorized to supervise one or more special subjects as a full time occupation, was approved by the board.

Certification

Superintendent Will C. Wood recommended that the board seek legislation authorizing the board to set up standards of certification for a definite period of years so that boards of education and superintendents would not be confused by frequent changes in certification standards. He was authorized to draft a bill providing that standards for certification once adopted should remain in force for not less than two years nor more than four years.

The board authorized the commissioner of vocational education to call the state annual art conference in San Francisco, April 9, 10 and 11.

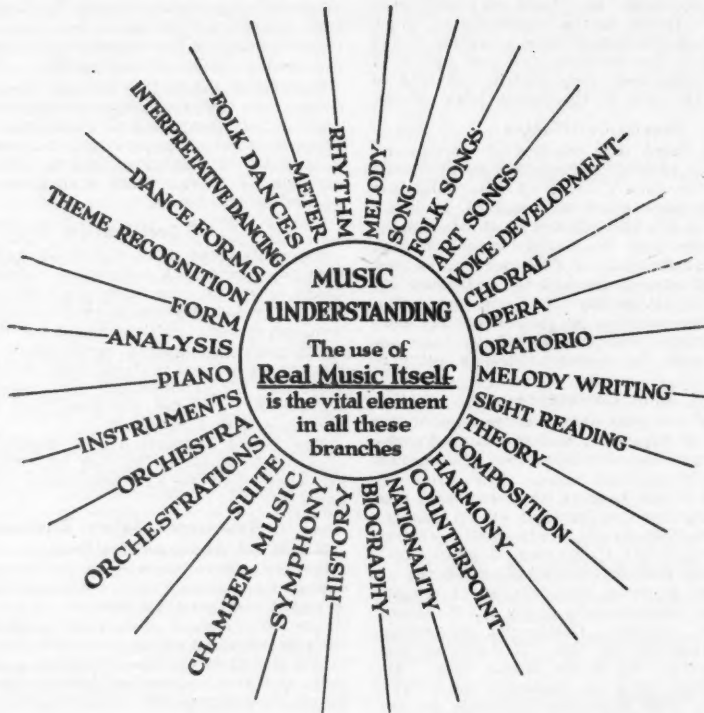
Retirement Salary Business

Mr. Wood recommended that the board attempt to secure legislation authorizing it to deposit its surplus funds, not invested in bonds, in banks so as to draw interest. He also recommended that reports of previous teaching experience be required of all teachers who had not filed a report of previous teaching experience in 1919, and that legislation looking toward this should be enacted. Mr. Wood was requested to draft bills embodying these suggestions.

A letter was received from Governor Friend William Richardson in reply to the board's letter informing him that the board had received a copy of the Actuarial Report on Financial Condition of the Public School Teachers' Retirement Fund as of November 30, 1924, prepared by S. Gundelfinger. The Governor urged that the report as submitted by Mr. Gundelfinger be given publicity. Copies of this report had been sent to the Sierra Educational News, but the board voted to have copies printed to be distributed to the members of the Legislature, County and City Superintendents of Schools and High School Principals. It was understood that Mr. Florence J. O'Brien, Chairman of the Legislative Committee of the State Board of Education, would get in touch with Governor Richardson regarding this matter and that Mr. Wood would draft a bill to secure complete data regarding the teaching experience of teachers now in service and of those who may hereafter enter the service, to be available for an actuarial study of the retirement salary system.

The board adjourned to meet in Sacramento on March 30, 1925.

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NOTES AND COMMENT

Child Labor Laws

THE U. S. Children's Bureau has issued limited editions, in revised form, of publications regarding child labor laws of the various states. These publications include changes made by the legislatures in session in 1924. No. 114, Child Labor in the United States—Ten Questions Answered (giving a brief summary of the extent and present legal regulation of child labor in the various states). No. 93, Child Labor, Outline for Study (presenting the outstanding features of the child labor problem arranged in study outline form and giving reading references.) Chart 1, State Child-Labor Standards (showing in tabular form the main provisions of state child labor laws.) Chart 2, State Compulsory School Attendance Standards Affecting the Employment of Minors (showing in tabular form the main provisions of state laws affecting the employment of children through requiring their attendance at school.) The Bureau will be glad to send any of these publications as long as the supply lasts to persons requesting them.

Vocational Education

FREDERICK C. SCHINDLER, educational editor of the Los Angeles Evening Herald, has written a timely and pointed series of ten articles on vocational education. These have been reprinted in pamphlet form and distributed with the compliments of the Evening Herald. Will C. Wood, State Superintendent of Public Instruction, has written a strong preface, in which he declares that the need for vocational education is manifestly apparent.

Mr Schindler's theses, among others are that children should get more of the parents' time; talent is based on love; the ornamental too often precedes the useful; training is now concentrated on the few; the community should help its young children. It is a luminous and straight-forward brochure.

Every large public library should have an adult education department, recommends M. S. Dudgeon, librarian of the Milwaukee Public Library and vice-chairman of the Commission on the Library and Adult Education. The purpose of such a department would be threefold: First, to prepare courses of reading for individual students and to supply books for such courses; second, to furnish books needed by students enrolled in adult education classes of all sorts; and third, to maintain a bureau of information about adult education opportunities. "Our highly developed system of elementary school, high schools, trade and technical schools, colleges and universities," says Mr. Dudgeon, "takes little account of the man or woman who must study independently. Continuation schools, workers' classes and other adult study groups are increasing in number and size, but the individual who cannot or prefers not to tie himself

to the fixed hours and routine of study classes remains wholly unprovided for."

Chicago, Indianapolis, Boston, Buffalo, Milwaukee, Cleveland and Detroit are some of the cities whose libraries have already made experiments in this type of educational activity. In order that the small library without the aid of local specialists, may render similar service, a series of reading courses is issued by the American Library Association.

Cities recommended for visiting because of their school excellence, are being listed in a directory. An inquiry by E. D. Hellweg recently made among 175 Superintendents distributed widely throughout the United States for the purpose of preparing a school visiting directory, resulted in the following list of cities recommended for visiting because of their efficiency of organization: Detroit, Denver, Cleveland, Oakland, Rochester, Des Moines, Berkeley, Kansas City, Springfield (Mass.), Louisville, Cincinnati, Pittsburgh, Omaha, Buffalo, El Paso, Framingham, East Orange, Montclair, Trenton, Akron, Toledo, Gary, Tacoma. The following are cities recommended for visiting because of their efficiency in Visual Instruction: Detroit, New York, Berkeley, Chicago, Newark.

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The International Kindergarten Union's annual convention meets in Los Angeles July 8-11. The California committee of the Union is preparing a program of unique entertainment. This convention will be of great interest because California kindergarten and primary grades have broken away radically from stereotyped systems and have developed to an interesting degree instructive experimental education. Hollywood's motion-picture studios will be open to the delegates. Excursions to Catalina and to the High Sierras are planned. The convention will be held at the Biltmore Hotel. Miss Madilene Veverka, supervisor of kindergarten and primary grades of the Los Angeles city schools, is chairman of the general committee.

Inyo County annual Teachers' Institute convened at Bishop Union High School for three interesting days. County Superintendent A. A. Brierly had prepared a program of exceptional interest and value, centering on the topic of "Measurement." The program and method of measurement was ably presented by Miss Boyle, representing the state office. Superintendent W. H. Hanlon of Contra Costa County showed the value of this work by illustrations of its efficiency as tried and tested in his county. The value of this work is being recognized in Inyo County, and teachers who are earnestly and sympathetically putting it to the service of their schools are a unit in endorsing it.

D. R. Jones has lost none of the splendid power with which for years he has been spreading professional inspiration among the teachers of California. State Superintendent A. R. Heron brought one of his usual fine messages touching the practical needs of education in the state, especially touching on junior high school problems. This was one of the most interesting and vital institute sessions the writer has attended, a sentiment that would be concurred in by all teachers and others present. It was a splendid affirmative answer to the question: "Is the Institute longer needed, or properly functioning in California?"

A strong set of resolutions was adopted in support of the measurement program; and also a special resolution of confidence in and commendation of the fine service of Superintendent Brierly in behalf of the schools of Inyo County.

California's Public School System is accounted one of the best in America, but there are 1,125 educational districts throughout the State in which every school has an enrollment of fifteen pupils or less.

This announcement has been made by A. R. Heron, assistant State superintendent of public instruction, who states that sixty-three one-teacher schools are now slated for abolition because each had an enrollment of less than five students during the last year. When average daily attendance drops below 5 students, school must be suspended and consolidated with some other institution, according to State law. Out of approximately 3,200 districts in the State, there are 48 with only 5 pupils, 133 with only 6 and 109 with 7.

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 Edward S. Martin
Intensive Living Cornelia A. P. Comer
Reminiscence with Postscript Owen Wister
The Other Side Margaret Sherwood
On Authors Margaret P. Montague
The Provincial American

 Meredith Nicholson
Our Lady Poverty Agnes Repplier
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"Marble Ind.," Peck; "White Pine," Dept. of Agriculture.

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"Changing Hides Into Leather," Ford.

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Dayton, Ohio; International Harvester, Chicago. There seems to be the greatest lack of suitable films in the teaching of history and literature.

No motion picture films are used in our public library. There is an understanding between the Department of Visual Instruction and the museum and public library that museum material, exhibits, photographs, mounted pictures will be furnished to the schools by the museum and library and the Department of Visual Instruction will furnish slides and films for the schools. All types of projectors have a place in school work, namely, standard professional, semi-portable and portable.

In my judgment, the outlook is a bright one. In other words, I believe that there will be a constantly growing use of motion pictures for instructional purposes in the schools. I do not mean by this that films that have entertainment and instructional value combined will be used more, but films that serve primarily instructional ends. The difficulties are (1) expense and (2) lack of appreciation for this material and knowledge of how to use it wisely. It is possible to overcome these difficulties by beginning in a small way and gradually expanding.

A. G. BALCOM,
Assistant Supt. of Schools.

SOUTHERN SECTION MEETINGS

(Continued from Page 105)

The State Council has leased portion of its placement bureau to the Southern Section for one year. Mr. Woodruff read proposed budget for the bureau.

A list of 168 schools reporting 100 per cent membership in the C. T. A. was read.

New officers elected: President, Claude W. Sandifur; Vice-President, E. L. R. Moore; Treasurer, Miss Serena Christensen. Mr. J. A. Woodruff is Executive Secretary.

The Alexandria Hotel, Los Angeles, was used as the headquarters hotel for the California Teachers' Association, Southern Section, at its annual meeting in December. The Alexandria is centrally located and especially well adapted as headquarters for meetings of this kind. Every courtesy was shown by the hotel authorities and satisfaction was expressed on the part of all,—officers and members alike, for the reception accorded the Association during the meeting. The sessions of the State Council of Education were likewise held at the Alexandria.

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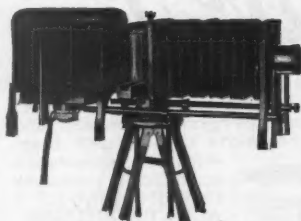
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P. T. A. MESSAGE

(Continued from Page 110)

with adults. Many school people, as well as others, have conceived the idea that P. T. A.'s are "money getters" and have no other function. That is as false an idea as to think that schools are only to help us earn our daily bread. The P. T. A. program should give instruction as well as pleasure; not merely an entertainment nor a tea.

The Right People

Not reaching the "right people," because those who come are already interested, and those who are not interested are the ones we need to reach! Partly true! Those attending are thereby expressing interest, but generally they are anxious to learn more, to improve and to raise the standard of parenthood. These may help to offset the indifference of the others. As our membership increases we are gradually reaching out further and further, we hopefully anticipate that we shall have 100 per cent membership of parents and teachers.

Superintendents need more supervising teachers to aid them in rural sections. Are the parents informed why they are needed? Do they merely read from an outside source that taxpayers are going to be further burdened by these requests for more help? More help on the non-essentials? Superintendents need not only supervising teachers—they need parents to ask for these teachers.

Coffee, how it is grown and how to make it, is the title of an attractive illustrated booklet issued by Hill Brothers, San Francisco. A full page map shows the coffee regions of the world. Teachers will find useful the text and pictures dealing with the raising of coffee. Housewives will enjoy the section on recipes, which cover everything from plain coffee to marshmallow sauce. The moderate use of coffee by adults is both harmless and stimulating, but of course it is true that too many American children of tender years, are confirmed coffee drinkers, to their physical detriment.

Five Great Educational Axioms—(1) All education is self-education. (2) Capacity for self-directed inquiry is imperative. (3) Capacity for sustained attention is imperative. (4) There is no such thing as a completed course of study. (5) The object of education is not efficiency but character.—By Dr. Wallace Buttrick, Chairman General Education Board, New York City.

Schwabacher-Frey Stationery Company of San Francisco have moved and opened a new main store at 755 Market Street, opposite Grant Avenue. They have also acquired the business of Sanborn, Vail and Company, which will be continued with enlarged facilities at 557 Market Street, opposite Sansome.

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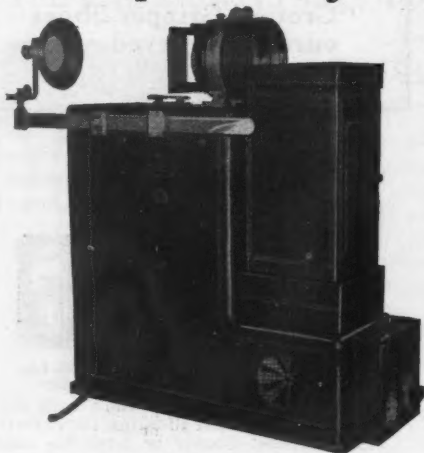
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Santa Clara High School, Santa Clara, Cal.
Santa Clara Intermediate School, Santa Clara, Cal.
Jackson Grammar School, Stockton, Cal.
Richmond High School, Richmond, Cal.
Vallejo High School, Vallejo, Cal.
Washington Grammar School, San Jose, Cal.
Evergreen Grammar School, San Jose, Cal.
And numerous others.

Kentucky was once regarded as the moon-shiners paradise. Now the Masonic Grand Lodge of Kentucky has declared that any patron of a bootlegger is ineligible to membership in that jurisdiction. Any man who obtains by purchase or otherwise, intoxicating liquors or narcotic drugs from an illegal vendor of the same, is barred from membership in Masonry. This significant act reveals the tremendous public opinion that is crystallizing in the world war against alcohol and narcotics.

The Brooklyn Teachers Association offers the services of a legal advisory committee to its members. The association has 7,000 members.

Dull normal pupils in great numbers in the schools make it necessary that the course of study be modified to suit their limited abilities, states Superintendent William O'Flaherty, of New York City. Smaller classes, more teachers, more intensive study of pupils individualities, and less of the dreary lock-step, are urged by his Committee.

Earl Barnes, of Philadelphia, distinguished lecturer on educational themes, has announced an extended lecture tour for 1925, covering southern, eastern and middle western states. Some of his themes are, the future of internationalism, the new states of Europe, impending changes in government, and the new socialized church.

The marriage of Miss Cecil M. Davis, County Superintendent of Santa Cruz County, to Mr. Hollis Briggs Peck was solemnized on Christmas Day, 1924, at Del Monte. Miss Davis has made a first-class record as a school administrator, and is a member of the California Council of Education. Her many friends throughout the state congratulate her upon her new felicity.

Pete W. Ross of San Diego is an institution. There is no educator in the same class between the seas. He has been at the head of the great elementary schools of San Diego for twenty years. Now he becomes the head of the new Point Loma High School upon recommendation of Superintendent H. C. Johnson and the unanimous election by the Board of Education. We have known Pete W. Ross for a third of a century, since he was a student at Lebanon, Ohio, under the Holbrooks before he went to the State University of Michigan, where he graduated in 1892. In all the years that we have enjoyed his friendship he has been a master schoolmaster, a civic leader, a brilliant champion of the best things for boys and men. He has been an inspiration from the ranks.—A. E. Winship in Journal of Education.

The National Park Association has as its objective, the mobilization of America's federal lands for recreation and nature conservation. The offices are in Washington, D. C. Robert Sterling Yard is executive secretary. Write him for the National Parks bulletin.

COUNCIL MEETING

(Continued from Page 116)

Reports of standing committees were then received. The report of Committee on Results of Amendment Sixteen, Mr. Colton, Chairman, is published in full in reprint. In adopting the report the Council gave Mr. Colton a vote of appreciation on the high merit of the work. The report was ordered reprinted and circulated to members of the Legislature.

Mr. Wilson, Chairman of the Committee on Improvement of Teachers in the Profession, made a report, which is published in reprint. Report was adopted.

The report on Junior Colleges, presented by Mr. Hill, and as published, was adopted.

The report was discussed by President Clarke of the State Board of Education, Messrs. Bachrodt, Paul Stewart, Wilson, Lillard, Ferguson and others.

Visitors

At this point the President presented to the Council Mrs. Carrie Parsons Bryant of the State Board; Mr. Stanley B. Wilson, former Board member; A. C. Olney, Commissioner of Secondary Schools; Superintendent Will C. Wood and President E. P. Clarke.

The Committee on Measuring Abilities and Capacities of Teachers reported through Chairman Bush. Report adopted and published in reprint.

Mr. Painter, Chairman of the Committee on

Methods of Co-operation with Laymen's Organizations, recommended that the committee be discharged and a new committee named, to be known as the Committee on Publicity. Membership in the committee would be composed of one member appointed from each Section of the C. T. A. On motion, the same was ordered.

Mr. A. R. Clifton reported as Chairman of the Committee on Moral and Religious Education. Report adopted and published herewith. Discussion indulged in by President Clarke, Chairman Clifton and others.

Following luncheon, the President addressed the Council on California's educational struggle and on matters pertaining to the welfare of the organization. He spoke particularly of the coming legislative session and of the advisability of all elements in the profession working together on important issues. He brought out the fact that the best results could be had at Sacramento through a small legislative committee appearing at the sessions or committee hearings from time to time, and when occasion demanded.

Superintendent Will C. Wood

The Chair called upon State Superintendent Will C. Wood to address the Council. The Superintendent spoke of the coming Legislature and the proposed introduction of an Enabling Act, providing for a poll tax. He also spoke of the many important problems confronting the profession at this time and of the investigation now in progress looking toward simplification



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of the elementary course of study. He touched upon problems of tenure and retirement, and emphasized the need for unity on the part of the teaching forces. On motion of Mr. Helms, the Chair was authorized to appoint a special committee to investigate the question of Tenure.

Mr. Hill, acting for Mrs. Stanley, who was absent, made a brief report on Rural Supervision. Report adopted.

On behalf of the Committee on Teacher Training, Chairman Cloud presented a further report, which was adopted.

Mr. Hunter brought up the question of recommendation of high school subjects for recognition at the University. This opened up discussion as to the work of the Affiliation Committee. Discussion participated in by Mrs. Dorsey, Mr. Sandifur, President Clarke, Mr. Painter, Mrs. Hughes and others.

The Affiliation Committee desired that high school principals base the recommendation of their graduates to the University upon the following: English, three years; U. S. history, one year; physics or chemistry, one year; mathematics, two years; foreign languages, two years; additional mathematics and foreign language, one year, and two additional years' work chosen from the following list: English, mathematics, foreign language, history, natural science, drawing.

High School Strangulation

The feeling was general that such conditions would bring the high schools to the point of

curtailing the benefits of secondary education to a falsely selected few. Motion was made and carried unanimously that endorsement be given the action of the Superintendents' Committee, who unanimously opposed the proposal of the Academic Senate of the University. Discussion brought out the suggestion from Mrs. Hughes, concurred in by the Council, that situations such as the one under consideration could not arise if the State University were in fact a part of the state school system. It was moved and carried that the Council endorsed the work of the Superintendents' Committee and that the Council will support the Committee in its endeavors to prevent the curtailment of educational opportunity.

Chairman Keppel of the Committee on Legislation reported in substance the program that had been approved by the City and County Superintendents. Report adopted and printed in bulletin.

On final consideration, discussion was participated in by Messrs. Roy Cloud, Hancock, Ferguson and others, who judged that the proposal regarding the enactment of a law regarding recall of School Boards was unwise. It was determined to modify this proposal. On motion of Mr. A. J. Cloud the report of the committee was amended to include the ratification of the Child Labor Amendment.

On motion the Council adjourned.

ARTHUR H. CHAMBERLAIN, Secretary.

Say you saw it in the Sierra Educational News

Meetings of the Board of Directors

December 12, 1924

THE Board of Directors of the California Council of Education met according to call, at 6:30 p. m. at the Alexandria Hotel, Los Angeles, California. The Board was called to order by President Mark Keppel. Roll call by Secretary Chamberlain disclosed the presence of the following members: A. J. Cloud, Wm. John Cooper, Cecil M. Davis, Charles C. Hughes, Roy Good, Walter Crane, Ida C. Iversen, Mark Keppel.

Illness prevented the attendance of E. Morris Cox.

The Secretary reported that the bond issued in the interest of former Secretary F. L. Thurston of the Southern Section, C. T. A., should now be transferred to his successor, Mr. J. A. Woodruff. Transfer could not be made until the audit covering the accounts of the Southern Section had been accepted. While there were still some points in the audit not quite clear or inclusive, the auditor of the State Association, C. C. Staehling, advised that the audit of the Southern Section be accepted. On motion of Mr. Cloud, seconded by Miss Davis, the audit was accepted and Mr. Thurston released and bond transferred to Mr. Woodruff.

The Secretary brought up for consideration the proposal and resolution of the Council of the Southern Section to the effect that the placement work being conducted by the State Association in Los Angeles should be transferred to the direction of the Southern Section. After full discussion of this proposal, participated in by all present, it was determined to await a further report from the Committee on Teacher Placement. After transacting minor items of business, the Board adjourned.

(Signed): ARTHUR H. CHAMBERLAIN,
Secretary.

December 13, 1924

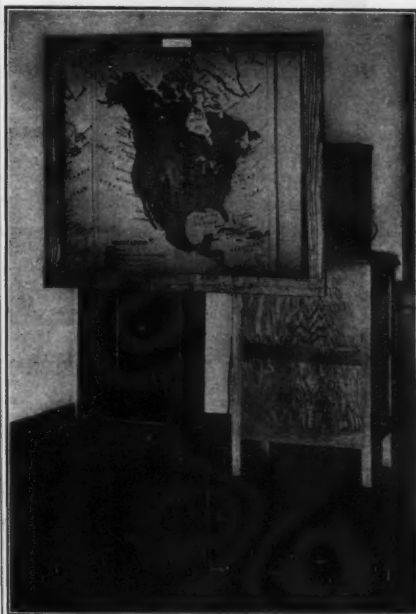
A MEETING of the Board of Directors of the Council was called immediately at the close of the Council meeting, at the Alexandria Hotel, Los Angeles, at 4:30 o'clock on the afternoon of December 13, 1924.

The meeting was called to order by President Keppel. Roll call by Secretary Chamberlain disclosed the presence of: A. J. Cloud, Wm. John Cooper, Cecil M. Davis, Charles C. Hughes, Roy Good, Walter Crane, Ida C. Iversen, Mark Keppel.

Mr. E. Morris Cox, through illness, was prevented from being present.

Attention was given to the case at law in which Superintendent Paul Stewart of Santa Barbara is involved. It was reported that Mr. Stewart had financed the case through all the lower courts; now that the case has been remanded by the Supreme Court to the Court of Appeals it becomes in fact of interest to the State at large. Following explanatory statement by President Keppel, and on motion of Mr. Cloud, it was decided to help defray the cost of

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this case, and the Secretary was authorized to draw a check in the sum of Seven Hundred and Fifty Dollars in favor of Mr. Stewart.

The case at law involving Superintendent Nielsen of Butte County having reference specifically to rural school supervision, was brought before the Board. On motion of Mr. Cooper, the Secretary was authorized to draw a check for One Hundred Dollars in favor of Mr. Nielsen as financial assistance in this matter.

The Board adjourned.

(Signed): ARTHUR H. CHAMBERLAIN,
Secretary.

Note:—A resolution adopted by the Council and proposing to lease for a term of one year, to the Southern Section, the placement work being conducted in the south by the State Association, was overlooked. In order that the matter be properly legalized, the Secretary submitted the resolution, by mail vote, to the Directors. The vote ratified the resolution and the lease.

February 23-24, at Cincinnati, Ohio, the National Academy of Visual Instruction will hold its annual meeting. J. W. Ankeney, secretary, lives in Ithaca, New York.

Mental Health is published monthly by the Mental Hygiene Society of Maryland. Dr. Charles B. Thompson is editor. It is a modest little four-page leaflet, but tastefully printed and full of sparkling material and meaty material. It rings true.

Say you saw it in the Sierra Educational News

FROM THE FIELD

(Continued from Page 113)

5. Abbreviation for company.
6. A personal pronoun.
7. An exclamation.
8. Boy's name, graduate, 1923.
9. A numeral.
10. A river in France.
12. Two words meaning advertisements in the newspapers.
15. One of an order of fighting monks.
16. A river in Poland.
19. Roman road (in Latin).
20. A man's name.
22. The name of an ancient empire.
23. A famous Mohammedan sanctuary.
25. French meaning "to see."
26. ——— and span.
28. Spanish meaning "gold."
31. An exclamation.
32. A verb meaning "exist."

An Appreciation of Institute

(Editor's Note.—The following was written to the County Superintendent by a Ventura County teacher): Camarillo, Cal.

DEAR Mrs Reynolds:

It isn't out of place at this time, I'm sure, to say that the Institute this year was a real pleasure. Not only that, it was an inspiration. I'm sure I am a better teacher for having heard the splendid talks given every day.

Mrs. Jane McKee is wonderful; with one of such personality before us, we can't help but be inspired. I wish we could have her two or three times a year with her splendid advice. Just to see her would be a help to me.

Sincerely,

BERTHA V. DeSERPA

Beau Brummel

DEAR Sir:

Replying to your inquiry, the Orange Faculty Club is planning to put on the play "Beau Brummel" about the middle of February. The proceeds will go to the scholarship fund which has been made possible by previous plays given by our organization.

GENEVIEVE CONGER,
Secretary Orange Faculty Club.

P. T. A. and Sierra
R. F. D. 1, Box 88, Palms, Cal.

GENTLEMEN:

I think the subscription of Betsy Ross Parent-Teacher Association for your publication expires with either the January or February edition and we do not want to miss any numbers. I am therefore enclosing check of our treasurer to your order in the sum of \$1.50 to pay another year's subscription.

Most of our members have taken great pleasure in reading this magazine. From a casual reading of items to be published this year, it should prove very profitable to many more of us. Wishing you wonderful success this New Year, I am

Very truly yours,

LILY STEPHENSON,
President Betsy Ross P. T. A.

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The Seattle School Survey is making excellent progress under the direction of Dr. Fred C. Ayer of the University of Washington. The Board of Education is publishing the findings in bulletin form, at a nominal charge to cover the cost of printing.

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Peoples of the semi-arid states of the western highland are generous in their provision for public schools, many districts employing teachers for children of a single family, according to James F. Abel, writing for School Life.

Nevada allows a school to be established where there are five census children and maintained if there are three in attendance. New districts may be formed in Arizona for ten children. Schools for eight pupils or fewer may be held in Wyoming. In Utah, where community life is developed more highly than in any other part of the United States and the schools are centralized to an unusual degree, there are 125 one-teacher schools for about 2,500 children, an average of 20 pupils for each school. New Mexico supports nearly 700 small isolated schools, Wyoming about 1,200, and Arizona has 270 for 4,000 pupils.

The expenses for education in 1922, states the National Industrial Conference Board, totaled 1,580 millions for carrying on the public schools, in addition to the use of school property valued at 2,409 millions. Education is steadily increasing in cost. It doubled between 1918 and 1922. Today more children are taught for more years by better trained teachers in better buildings than they ever were before. Moreover, they are better cared for physically: school doctors, nurses and dentists see that they are cured of physical defects of the eyes, ears, nose, mouth, etc., defects which are usually easily cured when the patient is young, but which, if not attended to in time, are likely to ruin their health and sharply curtail their future earning powers.

San Francisco's alien population is accurately analyzed and depicted by Walter G. Beach in a recent issue of the Journal of Social Forces. He shows that groups which show a low per cent of application for citizenship show a high per cent of illiteracy; there is a definite correlation between illiteracy and failure to apply for citizenship.

Say you saw it in the Sierra Educational News

A \$1,000 prize is offered by the Dean of Teachers' College, Columbia University, for the best essay or treatise upon the topic "The Promotion of Scholarship in the Teachers of the Secondary Schools of the United States." It is expected that the essay or treatise will contain practical suggestions as to the method of stimulating scholarly efficiency and making it serviceable in the advance of secondary education. Persons interested in the details should write directly to the dean.

Miss Emeline Whitecomb, food expert of Washington, D. C., was the guest of honor at a dinner party given by the Northern California Home Economics Association at the Hotel Senator in Sacramento. Miss Saidee Stark, President of the State Association presided, and the address of welcome was given by Rabbi Rheinhardt. Other speakers of the evening were Mr. Edward Krehbiel, manager of the firm of Weinstock Lubin Company, and Mrs. Hugh Bradford, state president of the Parent-Teachers' Association. Miss Dorothy Morrill entertained with several vocal selections. Miss Whitcomb spoke on the Relation of Home Economics to other subjects in the curriculum, and emphasized the great breadth of the subject with its many possible correlations. Her address was of great interest to those engaged in Home Economics work, and the members are highly appreciative of the opportunity afforded them by her visit. About forty members and their guests were present.

San Bernardino County Institute had a splendid two-day session, December 11th and 12th, at Barstow. School children gave some choice musical selections; a noteworthy display of art work was gathered from the various desert schools. Mr. L. E. Chenoweth, Kern County superintendent of schools; Mrs. E. L. White, Miss Anne Pratt, Mr. Carl E. Reiterman, Miss Genevieve Sullivan, and Miss Julia E. Donnelly, were among the speakers. The exhibit committee, which did excellent work, comprised Misses Clooney, Boley, Smitheram, Milnor. A health play was given, under direction of Miss Ruth Crilly. School radios were discussed by Miss Myrtle Hoskins. The Horn-Shield plan for teaching reading was effectively demonstrated. Delightful weather and a record attendance made the San Bernardino County Institute a complete success.

The high school teachers of Newark, New Jersey, are said to receive the highest salaries in the United States paid for regular school instruction, beginning at \$2,000 and reaching \$4,400 by regular increase.

The Legislative Committee of the Convention of City and County Superintendents held an important meeting in Sacramento, January 20th and 21st. The committee comprises Will C. Wood, Mark Keppel, A. H. Chamberlain, Charles C. Hughes, F. F. Martin, A. G. Elmore, S. M. Chaney, George C. Bush, Ansel Williams. At the same time a meeting was held of the Legislative Committee of the California Council Association, comprising Mark Keppel, George C. Bush, A. J. Cloud, A. H. Chamberlain and E. Morris Cox.

OPTOMETRY

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A graduate school of physical education was held last summer by the University of Southern California, at the request of the Interscholastic Physical Education Association. Special graduate courses were featured in remedial gymnastics, chemistry of fatigue, physiology of exercise, interpretive dancing. The graduate courses will be offered also during the summer term of 1925. The university is securing leading specialists. Physical education teachers will be delighted to know that the following instructors have been announced for next summer: Dr. Chas. E. Lowman, Mr. Henry S. Curtis, Mr. Martin Trieb. For information see bulletins issued by the University of Southern California.

The Interscholastic Physical Education Association of Southern California will be host to the Annual Meeting of the American Physical Education. Dr. Herbert Stolz, state supervisor of physical education, is chairman of the program committee.

CLAIRE COLESTOCK,

Secretary, Interscholastic Physical Education Association of Southern California.

Kansas teachers' salaries in rural high schools are treated in leaflet number 3 of a series issued by the State Teachers' Association, of which Mr. F. L. Pinet is secretary.

The Journal of Social Forces, a medium of social study and interpretation, published by the University of North Carolina, is a massive and comprehensive bi-monthly, that will interest students of the social backgrounds of education. It is now in its third volume.

"Milpitas, a rural school project in teacher-training," is the title of a really thrilling story by Clara H. Smith and LaRae Olivey, rural school supervisors, San Jose State Teachers' College. (U. S. Bureau Education rural school leaflet No. 27).

It came about originally, through Miss Smith's desire to make the graduates of the teachers' college 100 per cent efficient. In visiting rural schools throughout the country to see at first hand just how the training of the college fitted its graduates for meeting the problems peculiar to rural districts, Miss Smith found that their academic training did not give them the needed foundation for rural school teaching.

She therefore suggested that the student teachers, after a period in the normal training schools, be given practical teaching in rural schools. Milpitas school was chosen for the experiment, and, with the consent of the school trustees, the Teachers' College assumed supervision, provided extra teachers, and the experiment was begun.

Success came at once; apathy among the pupils became enthusiasm and the indifferent attendance jumped to a daily average of nearly 94 per cent. Better than this, even, it developed a community spirit that infected the parents and townspeople themselves—and the pupils themselves were the proudest youngsters in the State! Centerville, Alameda County, saw and was impressed—so much so that the school trustees applied to the Teachers' College to take over the supervision of the Centerville school.

Prominent educators in the state, watching the experiment with keen interest, have expressed great enthusiasm with the results. Dr. John C. Almack of Stanford, professor in the College of Education, writes after a visit to Milpitas and Centerville: "Existing conditions appeared to me to be very satisfactory.

"One could not fail to be struck by the fine spirit which prevails among the pupils and the teachers. This spirit of mutual fellowship is what we need in all the schools. Certainly student teachers trained in such an atmosphere must be able to take many of the ideals and practices into their own work.

"Such studies as I have examined point out the fact that practice teaching makes a greater contribution to the latter teaching efficiency of the cadet than any course or training experience offered. The work at Milpitas and Centerville is undoubtedly the most promising in this respect that we have in the West, if not in the entire country.

"One important feature of both schools, is the evident emphasis which is put into the training for citizenship. I know of no school that is organized and directed so effectively for this purpose. It is a sign of what we may expect more and more in the future, when citizenship schools' in the sense of schools which utilize every opportunity for direct civic training will be the rule."

The International Journal of Religious Education, for church school workers, is published at Mount Morris, Illinois. It is the official organ of the International Council of Religious Education, and contains much material of general interest to teachers. This is its initial year.

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The teachers of New Jersey are undertaking, through the State Teachers' Association, a comprehensive survey of the public school system of the state. The report that high school graduates are failing to pass normal school tests has been one of the incentives to the survey.

On October 1, 1924, two of the oldest established manufacturing stationery houses in Los Angeles—the T. V. Allen Company and the Pacific Engraving Company—consolidated to continue business as the T. V. Allen Company at 812 Maple Avenue. Inasmuch as both of the companies specialized in the manufacture of graduation announcements and diplomas, the combining of their organizations should result in an increased efficiency in the production of this class of merchandise.

A code of professional ethics for teachers, superintendents and boards of education has been issued by the Michigan State Teachers Association, Lansing. Any group of individuals possessing a body of scientific and technical knowledge and the requisite skill to utilize this knowledge for the welfare of society constitutes a professional body. The members of such a group are, by the very nature of their relationships, under supremely important ethical obligations to society and to each other.